DOCUMENT RESUME

ED 248 252 TM 840 500

TITLE Three-Year Planning Data-Base, Vol. III, 1983-84.
INSTITUTION Rochester City School District, N.Y.
PUB DATE 84
NOTE 253p.; This paper received the 1984 American Educational Research Association Division H award for Best School/District Profile. For Volume II, see ED 243 895.
PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Academic Achievement; Achievement Tests; *Attendance Patterns; *Educational Attainment; Educational Planning; Elementary Secondary Education; Ethnic Distribution; Expenditure per Student; Longitudinal Studies; Nontraditional Education; *School Demography; School Districts; School Holding Power; *School Statistics; Special Education; Student Mobility; Suspension; Test Results
IDENTIFIERS Metropolitan Achievement Tests; New York State Pupil Evaluation Program; *Rochester City School District NY; Scholastic Aptitude Test

ABSTRACT

In order to extend its usefulness in District planning, the contents of the Rochester data-base have been expanded over the compilation of 1982-83, and its format and content improved. The focus of attention is on districtwide trends rather than on individual school analysis. In order to encourage interpretation by those interested in District assessment, data are presented longitudinally whenever possible and described in the frame of reference of statewide or national research. Data are presented in the following categories: Financial Analysis (costs per pupil), City and District Demography (ethnic distribution, enrollment trends), Achievement (test scores, time-on-task, Regents competency requirements), Attainment (student placement, graduation, test scores), Attendance, Student Mobility, Suspension (short-term, long-term), Student Loss, Special Education (referrals, placement, ethnic enrollment), and Alternative Programs. The Appendices include the Executive Summary of the Preliminary Three-Year Planning Document and the Three-Year Planning Recommendations. (BW)

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DATA-BASE 1983-84

Financial Analysis

City and District Demography

Achievement

Attainment

Attendance

Student Mobility

Suspension

Student Loss

Special Education

Alternative Programs

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THREE-YEAR PLAN
OF THE
CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

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THREE-YEAR PLANNING DATA-BASE, VOL. III
1983-84

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IN COORDINATION WITH THE OFFICE OF RESOURCE ALLOCATION & PLANNING

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INTRODUCTION

Two years ago, at the outset of the development of the District's three-year planning program, those charged with formulating a basis for District assessment became aware of the need for an objective framework in which critical questions relating to District operation could be addressed. The recognition of the need for information that could provide a basis for contextual assessment led to development of the District's initial data-base, included as a series of appendices in the Preliminary Three-Year Planning Document (April 1982). That compilation of data, which reviewed several aspects of District instruction and operation including enrollment, student achievement, attainment, attendance, student mobility and school holding-power, became the research base upon which the District's Three-Year Plan was founded and from which its recommendations for improvement were developed. The original data-base and its 1982-83 update have been distributed to and used by a variety of groups involved in studying the District. Members of the School Board, Superintendent's Cabinet and Advisory Committee, principals, project managers, the Budget Advisory Committee, parent advisory groups, and community organizations have referred to the data-base as they have sought to understand more fully District functions and operation.

In order to extend its usefulness in District planning, the contents of the data-base have been updated and revised twice since the publication of the Preliminary Planning Document. This volume, the 1983-84 Data-Base, expands the scope of last year's compilation and improves its format and content. A number of new data constructions which have been added this year are listed following this introduction. As in the original volume and in last year's updated version, the focus of attention in this edition is on districtwide trends rather than on individual school analysis. Those interested in individual school data profiles are referred to the elementary and secondary school data-bases published annually by the District.

The data contained in this volume is organized and presented in order to facilitate understanding and critical review of various aspects of District operation. The authors have avoided drawing inferences from the information, in both the narrative descriptions that accompany individual figures and in the introduction preceding each section. In order to encourage interpretation by those interested in District assessment, data is presented longitudinally whenever possible (e.g. the reading and math achievement of District students over the past nine years, or the graduation rates among seniors for the past six) and described in the frame of reference of statewide or national research. In accepting responsibility to provide the school community with open access to information descriptive of the major elements of District operation, there has been no attempt to delimit the scope of inquiry or to create a favorably-biased impression of any District activity. On the contrary, particular efforts have been made to investigate problematic issues in order that the data-base may provide a discerning review of District services and programs.

The annual preparation of the data-base is one element in the District's long-range planning program which focuses on a number of initiatives directed to improving District instruction and services. These initiatives, first introduced as recommendations in the Preliminary Planning Document, are currently being addressed through means of a planning process and management

system developed in fall 1982. Specific operational objectives, work-plan, timetable, and estimates of cost and required resources have been established for each initiative (planning project). A list of these projects and an executive summary of the Preliminary Document are appendixed in this volume.

A number of staff persons assisted in the preparation of the data-base this year, particularly staff in the Department of Student Data, Testing and Records under supervision of David Hunt. Dr. Roger F. Baglin served as project manager, and Department members Evelyn Hoffman, Judy Klein-Henwood, Betty Puttnam, and Annabelle Tescione provided valuable assistance in the collection of data and the preparation of figures, charts and graphs. The financial analysis presented in Section A was prepared by Donn Dykstra of the Office of Accounting and Finance. Barbara Jarzyniecki and Shirley Geist of the Administrative Support Center and Jeanne Marino of Elementary Instruction assisted in final production, as did Delores Clements and Brenda Smith of the Duplicating and Copy Center. Kathleen Urbanic of Community Information Services served as project editor. I would like to thank all of these persons for the time and talent which they brought to this preparation of the data-base.

James A. Farrell

JAMES A. FARRELL
Director of Planning

January 1984

LIST OF NEW DATA-CONSTRUCTIONS

Table 83-A-1:	analysis of 1983-84 per pupil costs by District program (kindergarten, elementary, secondary, occupational education, and programs for the handicapped).
Table 83-B-11:	ethnic analysis of District enrollment by grade.
Table 83-B-12:	analysis of enrollment in District alternative programs and programs for the handicapped.
Table 83-B-13:	presentation of the numbers of District students with special needs for six selected school years.
Figure 83-B-14:	comparison of the percentages of families at or below poverty level in the City of Rochester and in Monroe County excluding the City for census years 1970 and 1980.
Figure 83-B-15:	ethnic comparison of the percentages of persons at or below the poverty level in the City of Rochester and in Monroe County excluding the City.
Table 83-C-9:	analysis of the relationship between individual student mobility and test performance.
Figure 83-C-28:	presentation of the performance of District Special Education students on the State Preliminary Competency Tests (reading and writing).
Figure 83-D-3:	analysis of enrollment in District core academic subjects (grades 9-12 English, Mathematics, Social Studies and Science) by Regents/non-Regents classification and student ethnicity.
Figures 83-D-8 through 83-D-13:	analysis of the performance of District graduates on the Scholastic Aptitude Tests (comparison with the performance of graduates across the country, and with the acceptance ranges of selected colleges).
Figure 83-E-3:	longitudinal analysis of District attendance by ranges of grades.
Figure 83-G-5:	presentation of the average number per day of short-term suspensions for each month of the 1982-83 school year.

Figure 83-G-10: breakdown of incidents of short-term and long-term suspension by certain characteristics of interest (students' sex, ethnicity, enrollment in Special Education programs, attendance, and reading and math test achievement).

Table 83-H-2: breakdown of the District's student losses by certain characteristics of interest (students' sex, ethnicity, enrollment in Special Education programs, attendance, and reading and math test achievement).

Tables 83-I-1 and 83-I-5 through 83-I-8: expansion of last year's data on Special Education programs (comparison of handicapped enrollments in Rochester, Monroe County, and the State's "Big 5" cities; District handicapped enrollment by category and as proportion of total enrollment; analysis of Special Education related services; ethnicity of students in Special Education programs).

Tables 83-J-1 through 83-J-4: analysis of the District's alternative programs (total enrollment, ethnicity, enrollment of handicapped students, numbers of students processed for placement, student mobility).

Financial Analysis

SECTION A

FINANCIAL ANALYSIS

This section of the data-base was originally envisioned as a long-range projection of District revenues and costs. The Preliminary Three-Year Planning Document, released in April 1982, contained financial projections for the City of Rochester and City School District approved by the City Financial Review Committee in January 1982. However, recent instabilities in the District's financial base, along with the varying timetables associated with developing assumptions for any formula of financial projection, prohibit preparation of a financial analysis in time for the December publication of the data-base. The first official estimates of District revenue and expenditure that may reasonably be employed in preliminary planning for the 1984-85 budget will be contained in the Superintendent's Budget Perspective, to be released in March 1984.

Therefore, the focus of the Financial Analysis section of this and subsequent data-bases will be an analysis of costs relevant to the planning program that are reflected in recent operating budgets. The purpose of this section will be to identify the costs of some District services, and to highlight when possible extraordinary costs which, when considered together with other information in the data-base, stand out as issues which merit further consideration and attention in planning and budgeting. Table 83-A-1, the first such analysis, displays costs on a per pupil basis for regular elementary programs, regular secondary programs, occupational education programs, and programs for the handicapped.

TABLE 83-A-1

COSTS PER PUPIL
1982-83 ACTUAL AND 1983-84 BUDGET

This table displays costs on a per pupil basis for a period of two school years, determined utilizing the state-approved formula for calculating tuition rates.

Per pupil costs for the handicapped were calculated by factoring up the basic per pupil cost in accordance with the appropriate state aid ratio factor, for all or for a portion of the students' time. In calculating "Resource" per pupil costs, the assumption was used that students in that category receive Resource services on the average for 30 per cent of the time.

The figures show that the average per pupil cost in 1982-83 was $3,273.64 for a student in a regular elementary (K-6) program, and $3,984.28 for a student in regular secondary (7-12). Per pupil costs for handicapped students were calculated as substantially higher: $7,498.50 for Special Class (self-contained) and $6,261.34 for Resource. All categories show projected increases in per pupil costs for 1983-84.

The 1982-83 attendance figures were used to calculate the 1983-84 per pupil costs. Actual 1983-84 enrollment and costs will not be finalized until fall 1984. At that time, this data will be updated to reflect actual 1983-84 per pupil costs.

TABLE 83-A-1

COSTS PER PUPIL
1982-83 ACTUAL AND 1983-84 BUDGET

TYPE/LEVEL OF PROGRAM	1982-83 ACTUAL	1983-84 BUDGET*
REGULAR PROGRAM		
HALF DAY KINDERGARTEN	$1,779.84	$1,783.52
K THROUGH 6	$3,273.64	$3,535.93
7 THROUGH 12	$3,984.28	$4,111.75
OCCUPATIONAL EDUCATION (10-12)	$3,730.06	$3,[illegible]4.25
HANDICAPPED		
SPECIAL CLASS (SELF CONTAINED) (50 PER CENT OR MORE) (K-12)	$7,498.50	$9,421.27
RESOURCE (20 TO 49 PER CENT) (K-6)	$6,261.34	$7,462.88
RESOURCE (20 TO 49 PER CENT) (7-12)	$6,758.79	$7,865.95
TWO PERIODS PER WEEK (K-6)	$3,585.16	$3,973.51
TWO PERIODS PER WEEK (7-12)	$4,238.96	$4,503.26

These figures were supplied by the Department of Accounting and Finance and approved by the Office of the Assistant Superintendent for Business Services.

* These costs exclude transportation, summer school, evening school, community services, certain revenues, and handicapped children in private placements. 1982-83 attendance figures were used to calculate the 1983-84 per pupil costs. Data will be updated in fall 1984 to reflect actual costs determined on the basis of 1983-84 enrollment.

City and District Demography

SECTION B

CITY AND DISTRICT DEMOGRAPHY

Section B provides an analysis of changes in city population during the past 25 years, and in District enrollment during the past 14.

Population in the City of Rochester declined 7 per cent between the census years 1960 and 1970, and an additional 18.4 per cent between 1970 and 1980. During these two decades the city's nonwhite population tripled, while its white population decreased by 43 per cent. In terms of numbers, the decrease in white population (126,281) has been more than 2½ times greater than the increase in nonwhite population (Table 83-B-1). Over the course of the past three censuses, the city has also changed in the age distribution of its population, with decreases in the proportion of preschool and school-age residents and an increase in the proportion of residents over 17 years of age (Table 83-B-2).

In addition to documenting decrease in the proportions of younger city residents from 1960 to 1980, the census data also shows dramatic shifts in the ethnic composition of the age groupings "under 5 years of age" and "ages 5-17." City population under 5 years of age (18,391) was comprised in 1980 of 45.3 per cent nonwhite children, an increase in nonwhites of more than 200 per cent since 1960 (Table 83-B-83). The trend toward greater minority proportions among younger Rochester residents is also reflected in the school-age grouping (ages 5-17). While the number of city residents in this group decreased from 62,106 in 1960 to 46,005 in 1980, the proportion of whites shifted from 90.2 per cent to 50.8 per cent over the same period (Table 83-B-4).

Enrollment in Rochester's public schools has declined 28 per cent since October 1970, and during the same period minority enrollment increased 25 per cent (Table 83-B-5). As in the case of city population, the District's change in ethnicity represents a decrease in the number of whites and an increase in the number of minorities. Changes in District ethnicity since 1974 are shown in Table 83-B-6.

Changes in District enrollment by grade level since October 1975 are presented in Table 83-B-7. In addition to the generally decreasing numbers of children entering kindergarten each year, District enrollment has been affected by loss of students within grade groupings from year to year. This loss has been most pronounced at the senior high level. Table 83-B-8 depicts graded enrollment patterns since 1975 for elementary schools, secondary schools, and the District. In this eight-year period, elementary enrollment declined 31.1 per cent and secondary enrollment declined 19.0 per cent. The most recent data (October 1983) indicates the largest declines since 1979 in both regular graded elementary (-4.2%) and secondary (-3.2%) enrollments.

During the 1982-83 school year 7,894 city residents were enrolled as students in parochial and private schools, a figure which equals 18.4 per cent of the District's enrollment that school year (Table 83-B-9). A grade breakdown of city resident students in private and parochial schools (Table 83-B-10) shows the highest numbers in kindergarten, grade 1 and grade 7, and the highest percentages in kindergarten, grade 9 and grade 12.

Table 83-B-11 analyzes ethnicity by grade level. Percentages minority are similar and within a few points of the District average at grades K through 8, but decline at senior high.

The numbers and percentages of students enrolled in District alternative programs, Special Education programs, and in these two categories combined are shown in Table 83-B-12. In 1983-84, the 727 students in alternative programs comprised 2.2 per cent of District enrollment, while the 4,620 students in Special Education comprised 13.9 per cent. These two categories combined represented 5,196 students (15.7%). Table 83-B-13 shows the number of District students with special needs in two broad categories: Handicapped, and Pupils with Special Educational Needs (PSEN). The percentage of District enrollment with special needs has risen steadily from 1976-77 (46.3%) to 1983-84 (59.4%)

Table 83-B-14 shows percentages of Monroe County population which were at or below the poverty level according to 1980 United States census data. At the time of the 1980 census, the City of Rochester had higher percentages at or below the poverty level than suburban Monroe County, for both population as a whole and school-age population.

An analysis of District demography is available in the "Enrollment Report" published annually by the Department of Student Data, Testing and Records.

TABLE 83-B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

This table, derived from United States census data, shows population residing within Rochester's city limits for the years 1960, 1970 and 1980.

Total city population has declined since 1960, and its ethnic distribution has changed. In 1980 there were 76,870 fewer city residents than in 1960. During the same period, white population in the city decreased by 126,281 persons and nonwhite population increased by 49,411.

TABLE 83-B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

		1960	1970	1980
TOTAL		318,611	296,233	241,741
WHITE	NUMBER	294,383	244,118	168,102
	PERCENT	92.4%	82.4%	69.5%
NON-WHITE	NUMBER	24,228	52,115	73,639
	PERCENT	7.6%	17.6%	30.5%

Derived from United States census data.

TABLE 83-B-2

AGE DISTRIBUTION OF CITY POPULATION

This table, based upon United States census data, is a profile of the distribution of Rochester's population by age in the three census years 1960, 1970 and 1980. The data allows analysis of preschool (under 5 years old), "school-age" (ages 5-17), and postsecondary school-age (ages 18 and over) groups.

The preschool-age city population has decreased over the three periods, with the greatest decrease between 1970 and 1980 (a decrease of 9,374 children). The 1980 preschool-age population is the lowest in proportion to the overall city population of the three census years.

Rochester's school-age population, stable from 1960 to 1970, decreased by 16,938 from 1970 to 1980. The 1980 school-age population is the lowest in proportion to the overall city population of the three census years.

In contrast to both preschool and school-age populations, the proportion of city residents aged 18 and older increased from 1970 to 1980, although the total number of residents 18 and older decreased.

TABLE 83-B-2

AGE DISTRIBUTION OF CITY POPULATION

		1960	1970	1980
TOTAL		318,611	296,233	241,741
AGE UNDER 5	NUMBER	32,039	27,765	18,391
	PERCENT	10.1%	9.4%	7.6%
AGE 5-17	NUMBER	62,106	62,943	46,005
	PERCENT	19.5%	21.2%	19.0%
AGE OVER 17	NUMBER	224,466	205,525	177,345
	PERCENT	70.5%	69.4%	73.4%

Derived from United States census data.

TABLE 83-B-3

ETHNIC DISTRIBUTION OF CITY POPULATION
UNDER FIVE YEARS OF AGE

This table provides an analysis of the ethnic distribution of city preschool population for the three census years 1960, 1970 and 1980.

There has been a decrease during this time in the city's white preschool population. Between 1970 and 1980, the number of white city residents under five years old decreased by 50%.

In the same decade, there was a slight increase in the city's nonwhite preschool population (7.8%).

TABLE 83-B-3

ETHNIC DISTRIBUTION OF CITY POPULATION UNDER FIVE YEARS OF AGE

		1960	1970	1980
TOTAL		32,039	27,765	18,391
WHITE	NUMBER	27,400	20,045	10,062
	PERCENT	85.5%	72.2%	54.7%
NON-WHITE	NUMBER	4,639	7,720	8,329
	PERCENT	14.5%	27.8%	45.3%

Derived from United States census data.

TABLE 83-B-4

ETHNIC DISTRIBUTION OF CITY POPULATION AGE 5-17

This table provides an ethnic analysis of the city's school-age population for the census years 1960, 1970 and 1980.

During this twenty-year period, there was a 58 per cent reduction in the city's white school-age population. Over the same period, the city's nonwhite school-age population increased by 271 per cent (16,533 persons). In 1980, Rochester's school-age population was comprised of equal proportions of whites and nonwhites.

TABLE 83-B-4

ETHNIC DISTRIBUTION OF CITY POPULATION AGE 5-17

		1960*	1970	1980
TOTAL		62,106	62,943	46,005
WHITE	NUMBER	56,011	46,152	23,377
	PERCENT	90.2%	73.3%	50.8%
NON-WHITE	NUMBER	6,095	16,791	22,628
	PERCENT	9.8%	26.7%	49.2%

Derived from United States census data.

* The 1960 data was kept differently than the 1970 and 1980 data. By-race values were for 5-14 and 15-19 age ranges in 1960. The 15-19 data is available by individual ages with all races combined. Tabled values reflect extrapolations from both these sets of data.

TABLE 83-B-5

DISTRICT ENROLLMENT AND
MINORITY-NONMINORITY DISTRIBUTION
1970 THROUGH 1983

This table provides an analysis of District enrollment and District minority and nonminority proportions for 14 school years (October 1970 through October 1983).

District enrollment decreased by 12,648 students (27.6%) during this period. Enrollment of nonminorities (whites) decreased by 16,918 (58.8%). Over the same period, minority enrollment increased by 4,270 (25.0%). The number of nonminority students has decreased steadily since 1970. In 1975, minorities first comprised over 50 per cent of the District population and also reached their highest enrollment. Since 1975 there has been a modest decrease in minority enrollment (346 students), and a substantial decrease in nonminority enrollment (9,349 students or 44.1%). In October 1983, minority students constituted 64.3 per cent of District enrollment.

TABLE 83-B-5

DISTRICT ENROLLMENT AND MINORITY-NONMINORITY DISTRIBUTION 1970 THROUGH 1983

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
DISTRICT ENROLLMENT	45,854	44,352	43,586	42,547	42,370	42,901	40,995	39,253	37,173	35,255	35,284	34,563	34,086	33,206
NONMINORITY ENROLLMENT	28,764	26,218	24,585	22,747	21,793	21,195	19,331	17,649	16,185	14,828	14,373	13,425	12,625	11,846
MINORITY ENROLLMENT	17,090	18,134	19,001	19,800	20,577	21,706	21,664	21,604	20,988	20,427	20,911	21,138	21,461	21,360
PERCENT MINORITY	37.3%	40.9%	43.6%	46.5%	48.6%	50.6%	52.8%	55.0%	56.5%	57.9%	59.3%	61.2%	63.0%	64.3%

Derived from City School District enrollment and ethnic reports: October of school year.
Figures do not include prekindergarten.

TABLE 83-B-6

DISTRICT ENROLLMENT AND
ETHNIC DISTRIBUTION
1974 THROUGH 1983

This table provides an analysis of white, Black, and Hispanic enrollments in City Schools from October 1974 through October 1983.

The number of white students enrolled in City Schools decreased by 9,947 (45.6 per cent) during these years. In October 1983 whites represented 35.7 per cent of District enrollment.

While the number of Black students enrolled decreased slightly over this period, the proportion of District enrollment which Blacks represent increased nearly 10 per cent. In October 1983 Blacks represented 50.8 per cent of District enrollment.

The number of Hispanic students enrolled in City Schools has increased by 21.7 per cent since 1974. Their proportion of District enrollment was 11.0 per cent in October 1983.

TABLE 83-B-6

DISTRICT ENROLLMENT AND
ETHNIC DISTRIBUTION
1974 THROUGH 1983

		1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
DISTRICT ENROLLMENT		42,370	42,901	40,995	39,253	37,172	35,255	35,284	34,563	34,086	33,206
CAUCASIAN	NUMBER	21,793	21,195	19,331	17,649	16,184	14,828	14,373	13,425	12,625	11,846
	PERCENT	51.4%	49.4%	47.2%	45.0%	43.5%	42.1%	40.7%	38.8%	37.0%	35.7%
BLACK	NUMBER	17,334	18,096	18,081	17,940	17,353	16,759	17,078	16,964	17,005	16,862
	PERCENT	40.9%	42.2%	44.1%	45.7%	46.7%	47.5%	48.4%	49.1%	49.9%	50.8%
SPANISH SURNAME	NUMBER	3,008	3,347	3,274	3,324	3,269	3,226	3,263	3,425	3,599	3,661
	PERCENT	7.1%	7.8%	8.0%	8.5%	8.8%	9.2%	9.2%	9.9%	10.6%	11.0%
OTHER	NUMBER	235	263	309	340	366	442	570	749	857	837
	PERCENT	0.6%	0.6%	0.8%	0.9%	1.0%	1.3%	1.6%	2.2%	2.5%	2.5%

Derived from City School District enrollment and ethnic reports: October of school year.
Figures do not include prekindergarten.

TABLE 83-B-7

DISTRICT ENROLLMENT
GRADED STUDENTS - REGULAR SCHOOLS
K-12 BY GRADE
1975 THROUGH 1983

This table provides an analysis of District enrollment by grade from October 1975 through October 1983.

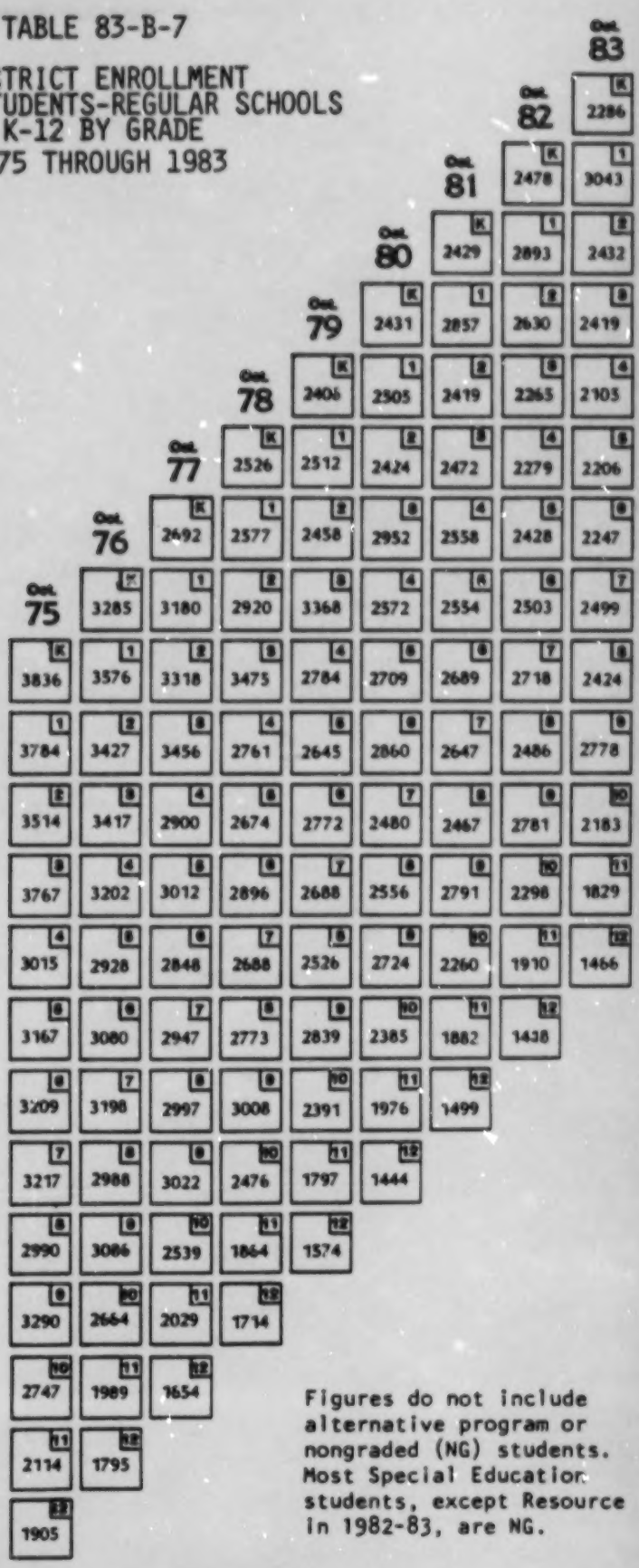
The table allows comparison of enrollment by grade during those years for the District's graded K-12 organization (in regular, not alternative, schools). For example, the District's kindergarten enrollment was 3,836 in October 1975, 3,285 in October 1976, 2,692 in October 1977, etc. (upward diagonal analysis).

The table also allows analysis of the District's K-12 enrollment by grade for a single year (vertical analysis).

Finally, the table allows examination of the District's holding power from grade to grade over the eight-year period (horizontal analysis).

TABLE 83-B-7

DISTRICT ENROLLMENT
GRADED STUDENTS-REGULAR SCHOOLS
K-12 BY GRADE
1975 THROUGH 1983



SOURCES OF DATA

-1975 through 1980: Hand counts from BEDS forms (all graded students at regular schools, not alternative programs).

-1981 and 1982: District Enrollment Report (graded students, excluding alternative programs).

-1983: Same as 1981 and 1982, except Resource students are now graded and included.

Figures do not include alternative program or nongraded (NG) students. Most Special Education students, except Resource in 1982-83, are NG.

TABLE 83-B-8

DISTRICT ENROLLMENT AND
YEARLY PERCENTAGES OF CHANGE
GRADED STUDENTS IN REGULAR SCHOOLS ONLY
1975 THROUGH 1983

This table provides a summary of elementary graded, secondary graded, and total District graded enrollment in regular schools (not alternative) from October 1975 to October 1983. It also indicates change in enrollment from year to year; this change is expressed for each year as a percentage of the previous year's enrollment. Finally, it shows the change each year from the base year 1975, expressed as a cumulative percentage.

There have been consistent decreases in enrollment at both elementary and secondary school levels, with the exception of a slight increase at secondary in October 1982. The rate of decline at both of these levels moderated substantially in October 1980, October 1981 and October 1982, but increased again in October 1983.

TABLE 83-B-8

DISTRICT ENROLLMENT AND
YEARLY PERCENTAGES OF CHANGE
GRADED STUDENTS IN REGULAR SCHOOLS ONLY
1975 THROUGH 1983

		1975	1976	1977	1978	1979	1980	1981	1982	1983
ELEMENTARY (K-6)	ENROLLMENT	24,292	22,915	21,406	19,829	18,945	18,453	17,978	17,476	16,738
	PERCENTAGE CHANGE FROM PREVIOUS YEAR	NA	-5.7%	- 6.6%	- 7.4%	- 4.5%	- 2.6%	- 2.6%	- 2.8%	- 4.2%
	PERCENTAGE CHANGE FROM 1975	NA	-5.7%	-11.9%	-18.7%	-22.0%	-24.0%	-26.0%	-28.1%	-31.1%
SECONDARY (7-12)	ENROLLMENT	16,263	15,720	15,188	14,523	13,815	13,565	13,546	13,611	13,179
	PERCENTAGE CHANGE FROM PREVIOUS YEAR	NA	-3.3%	-3.4%	- 4.4%	-4.9%	-1.9%	-0.2%	+ 0.5%	- 3.2%
	PERCENTAGE CHANGE FROM 1975	NA	-3.3%	- 6.6%	-10.7%	-15.1%	-16.6%	-16.7%	-16.3%	-19.0%
TOTAL (K-12)	ENROLLMENT	40,555	38,635	36,594	34,352	32,760	32,018	31,524	31,087	29,917
	PERCENTAGE CHANGE FROM PREVIOUS YEAR	NA	-4.7%	- 5.3%	- 6.2%	- 4.7%	- 2.3%	- 1.6%	- 1.4%	- 3.8%
	PERCENTAGE CHANGE FROM 1975	NA	-4.7%	- 9.8%	-15.3%	-19.2%	-21.1%	-22.3%	-23.3%	-26.2%

Sources of Data: Same as 83-B-7.

Figures do not include alternative program or nongraded (NG) students. Most Special Education students, except Resource in 1982-83, are NG.

TABLE 83-B-9

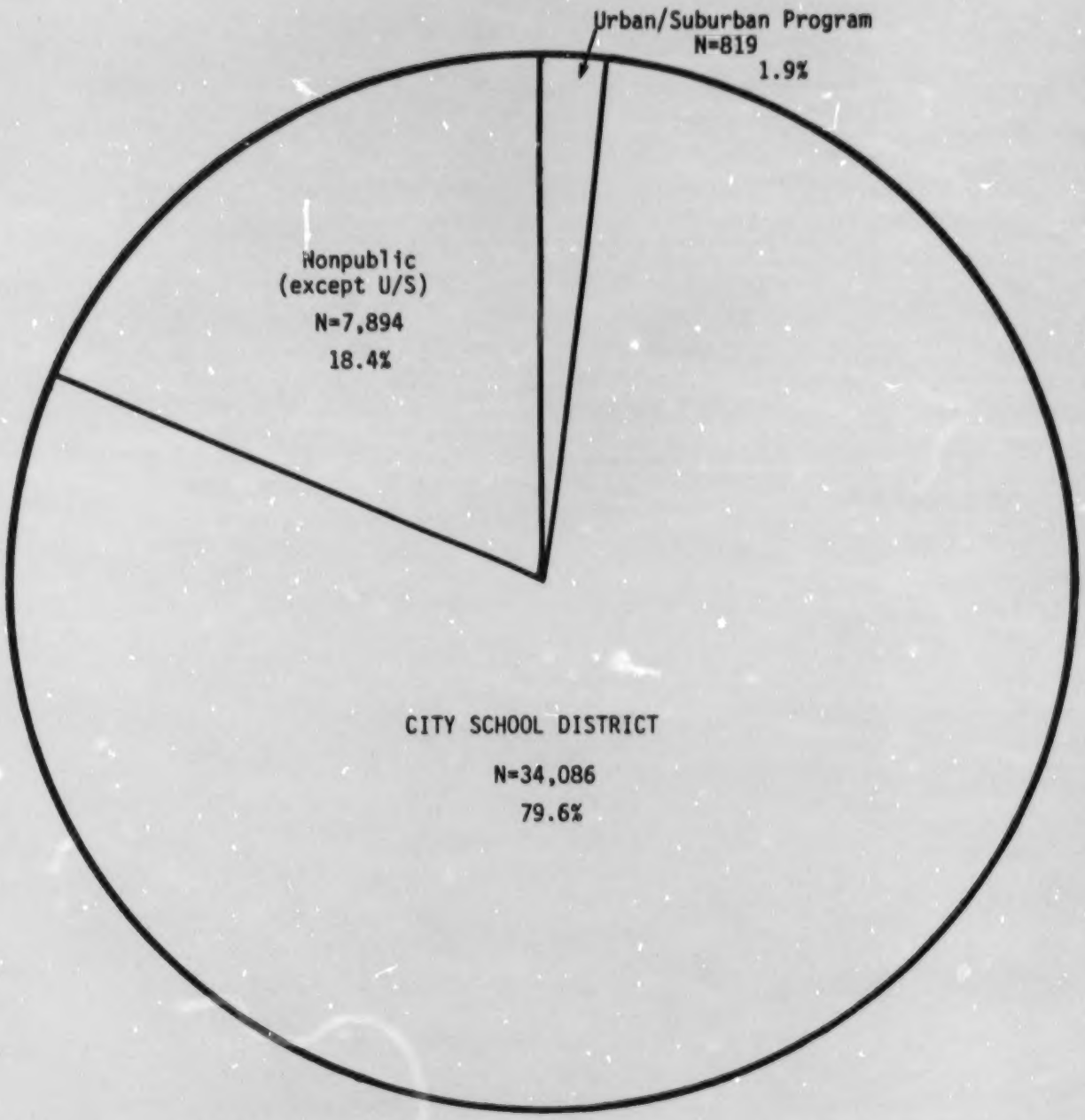
CITY RESIDENT STUDENTS
ENROLLMENT LOCATION
1982-83

This table provides an analysis of city resident enrollment in parochial and private schools (K-12 and ncngraded) during the 1982-83 school year.

Of the total number (42,799), 79.6 per cent or 34,086 were enrolled in city public schools. The remaining 8,713 city residents were enrolled in parochial and private schools during this period. This is equivalent to 25.6 per cent of the District's enrollment, and to 20.3 per cent (one in every five) of city resident children in any school. Of the group attending parochial and private schools (8,713), 819 were in the Urban/Suburban Program.

TABLE 83-B-9

CITY RESIDENT STUDENTS
ENROLLMENT LOCATION
1982-83



TOTAL NUMBER = 42,799

TABLE 83-B-10

CITY RESIDENT STUDENTS
ENROLLED IN NONPUBLIC SCHOOLS
1981-82, 1982-83

This table provides further analysis of city resident enrollment in parochial and private schools (K-12 and nongraded) during the 1981-82 and 1982-83 school years.

A total of 8,660 city residents were enrolled in parochial and private schools in 1981-82. This is equivalent to 25.1 per cent of the District's enrollment. In 1982-83, 8,713 city residents were enrolled in private and parochial schools (25.6% of District enrollment).

The percentage of District enrollment in these nonpublic schools varies from grade to grade, reaching a high of 34.5 per cent in grade 12 in 1982-83. This percentage is attributed more to decreases in District enrollment at grade 12 than to increases in private and parochial school enrollment.

Percentages of District enrollment in nonpublic schools increased at kindergarten and declined at grades 9 and 10 from 1981-82 to 1982-83.

TABLE 83-B-10

CITY RESIDENT STUDENTS
ENROLLED IN NONPUBLIC SCHOOLS
1981-82, 1982-83

GRADE	NUMBER		PER CENT OF RCSD OCTOBER GRADE ENROLLMENT	
	1981-82	1982-83	1981-82	1982-83
K	723	843	29.8	34.0
1	759	822	26.6	28.4
2	667	778	27.6	29.6
3	640	673	25.9	29.7
4	668	677	26.1	29.7
5	722	672	28.3	27.7
6	750	716	27.9	28.6
7	770	802	29.1	29.5
8	629	713	25.5	28.7
9	510	360	18.3	12.9
10	566	442	25.0	19.2
11	547	497	29.1	26.0
12	513	489	34.2	34.5
NG	156	193	6.4	7.6
MISCELLANEOUS	40	36		
TOTAL	8660	8713	25.1	25.6

Includes those in Urban/Suburban Program (N=964 in 1981-82, 819 in 1982-83).

TABLE 83-B-11

ENROLLMENT BY GRADE BY ETHNIC
OCTOBER 1983

This table provides an analysis of District enrollment by grade and ethnic category. Grades K through 12 are shown, as well as the nongraded (NG) category, which is comprised primarily of Special Education students. The District's major ethnic groups (Caucasian, Black and Spanish Surname) are shown separately, along with minority/nonminority numbers and percentages. ("Nonminority" includes only Caucasian students.)

Ethnicity is shown for virtually all District students (99.7%). Of these, 64.5 per cent are minority. The minority percentages of individual grades range from a low of 57.9 per cent at grade 12 to a high of 68.7 per cent for nongraded students. Minority percentages are consistent at grades K through 8, then decrease in senior high. Between grades 11 and 12 the minority percentage drops by more than 4 points, due primarily to a decrease of more than 300 minority students.

TABLE 83-B-11

ENROLLMENT BY GRADE BY ETHNIC
OCTOBER 1983

GRADE	ETHNIC								
	NUMBER							PERCENT	
	CAUCA-SIAN	BLACK	SPANISH SURNAME	OTHER	TOTAL	NON-MINOR.	MINOR-ITY	NON-MINOR.	MINOR-ITY
K	800	1124	298	64	2286	800	1471	35.2	64.8
1	1024	1572	396	74	3046	1024	2012	33.7	66.3
2	835	1239	303	57	2434	835	1597	34.3	65.7
3	831	1231	296	62	2420	831	1585	34.4	65.6
4	761	1048	230	67	2106	761	1344	36.2	63.8
5	802	1084	265	55	2206	802	1400	36.4	63.6
6	800	1116	245	85	2246	850	1443	35.7	64.3
7	915	1283	272	60	2530	915	1612	36.2	63.8
8	879	1288	256	80	2503	879	1621	35.2	64.8
9	1087	1399	297	77	2861	1087	1763	38.1	61.9
10	823	1130	228	65	2246	823	1408	36.9	63.1
11	700	925	176	61	1862	700	1150	37.8	62.2
12	617	675	132	45	1469	617	848	42.1	57.9
NG	929	1680	288	95	2992	929	2038	31.3	68.7
TOTAL	11803	16794	3662	947	33206	11803	21292	35.5	64.5

Students with no ethnic information (N=111) are counted in the "Other" category and the "Total" but are not figured into the Nonminority/Minority categories.

TABLE 83-B-12

PERCENTAGES OF ENROLLMENT
IN ALTERNATIVE PROGRAMS AND HANDICAPPED CATEGORY
1981-82 THROUGH 1983-84

This table shows the numbers and percentages of students enrolled in District alternative programs, Special Education (handicapped) programs, and in these two categories combined. The combined figures are an unduplicated count; that is, students who are in both alternative programs and Special Education are counted only once. These values are shown for 1981-82, 1982-83, and 1983-84.

Each school year, the percentages of students in alternative programs, Special Education, and the two categories combined have risen as a proportion of District enrollment. The numbers have also risen, except for Special Education from 1982-83 to 1983-84. (District enrollment has declined each school year.) In 1983-84, the 727 students in alternative programs comprised 2.2 per cent of District enrollment, while the 4,620 students in Special Education comprised 13.9 per cent. The categories combined represented 5,196 students (15.7%).

TABLE 83-B-12

PERCENTAGES OF ENROLLMENT IN ALTERNATIVE PROGRAMS AND HANDICAPPED CATEGORY 1981-82 THROUGH 1983-84

	1981-82	1982-83	1983-84
DISTRICT ENROLLMENT	34,563	34,086	33,206
ALTERNATIVE PROGRAM ENROLLMENT			
NUMBER	587	640	727
PER CENT OF DISTRICT ENROLLMENT	1.7%	1.9%	2.2%
HANDICAPPED ENROLLMENT			
NUMBER	4,469	4,665	4,620
PER CENT OF DISTRICT ENROLLMENT	12.9%	13.7%	13.9%
ALTERNATIVE AND HANDICAPPED ENROLLMENT (UNDUPLICATED)*			
NUMBER	4,935	5,143	5,196
PER CENT OF DISTRICT ENROLLMENT	14.3%	15.1%	15.7%

*Students who are handicapped and in alternative programs are counted only once.

TABLE 83-B-13

NUMBERS OF
STUDENTS WITH SPECIAL NEEDS
SELECTED SCHOOL YEARS
1976-77 THROUGH 1983-84

This table shows the number of District students with special needs for six selected school years from 1976-77 through 1983-84. These students are shown in two broad categories: Handicapped, and Pupils with Special Educational Needs (PSEN). The subtotal of these two categories is also shown both in numbers and as a percentage of the District's October enrollment. The "Handicapped" category in this table includes District students in various non-District programs. (See footnote at right.)

The number of handicapped students has remained between 4,600 and 4,900 for the years shown. The number of PSEN students was 14,300 in 1976, 14,000 or below for the next four years shown, and 14,870 in 1983-84. The percentage of District enrollment with special needs rose steadily through the years shown, from 46.3 per cent in 1976-77 to 59.4 per cent in 1983-84.

TABLE 83-B-13

NUMBERS OF STUDENTS WITH SPECIAL NEEDS SELECTED SCHOOL YEARS 1976-77 THROUGH 1983-84

	1976-77	1978-79	1980-81	1981-82	1982-83	1983-84
HANDICAPPED*	4,684	4,772	4,632	4,704	4,893	4,862
PSEN (EST.)**	14,300	14,000	13,380	13,802	13,664	14,870
SPECIAL NEEDS SUBTOTAL	18,984	18,772	18,012	18,506	18,557	19,732
DISTRICT OCTOBER ENROLLMENT	40,995	37,173	35,284	34,563	34,086	33,206
PERCENTAGE OF ENROLLMENT WITH SPECIAL NEEDS	46.3%	50.5%	51.0%	53.5%	54.4%	59.4%

* Includes 3 categories of placements not shown in other Handicapped (Special Education) data in this document: (1) Institutional, (2) Chapter 4406, and (3) Programs Operated by Other School Districts.

** Since 1981-82, figures are those used in joint PSEN/Chapter I proposal. PSEN means Pupils with Special Educational Needs. The numbers of pupils with special educational needs are determined by the counts of students who fall below the statewide reference point on New York State tests (PEP, Preliminary Competency, and Regents Competency) administered at grades 3, 5, 6, 8 and 11. For other grades, estimates of students with special educational needs are based on the proportions of students below the reference point at these five grades, augmented by analysis of students' performance on nationally standardized achievement tests. A pupil with special educational need is one who is deficient in either mathematics, reading, or writing. The total number of students identified as PSEN is ideally an unduplicated number of those deficient in one or more of these three basic areas.

FIGURE 83-B-14

PERCENTAGES OF FAMILIES
AT OR BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

This figure shows percentages of families in the City of Rochester and in Monroe County excluding Rochester who were at or below the poverty level according to the 1970 and 1980 United States Censuses. Census data from 1970 is compared to that from 1980 for botn segments of the population.

At the time of the 1970 census, 8.9 per cent of city resident families were at or below the poverty level. That percentage had risen to 14.5 at the time of the 1980 census. For Monroe County excluding Rochester, the percentage of families at or below the poverty level showed minor change, from 2.3 per cent in 1970 to 2.8 per cent in 1980. This data indicates a larger increase in the proportion of families at or below the poverty level in the City of Rochester than elsewhere in Monroe County between 1970 and 1980.

FIGURE 83-B-14

PERCENTAGES OF FAMILIES
AT OR BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

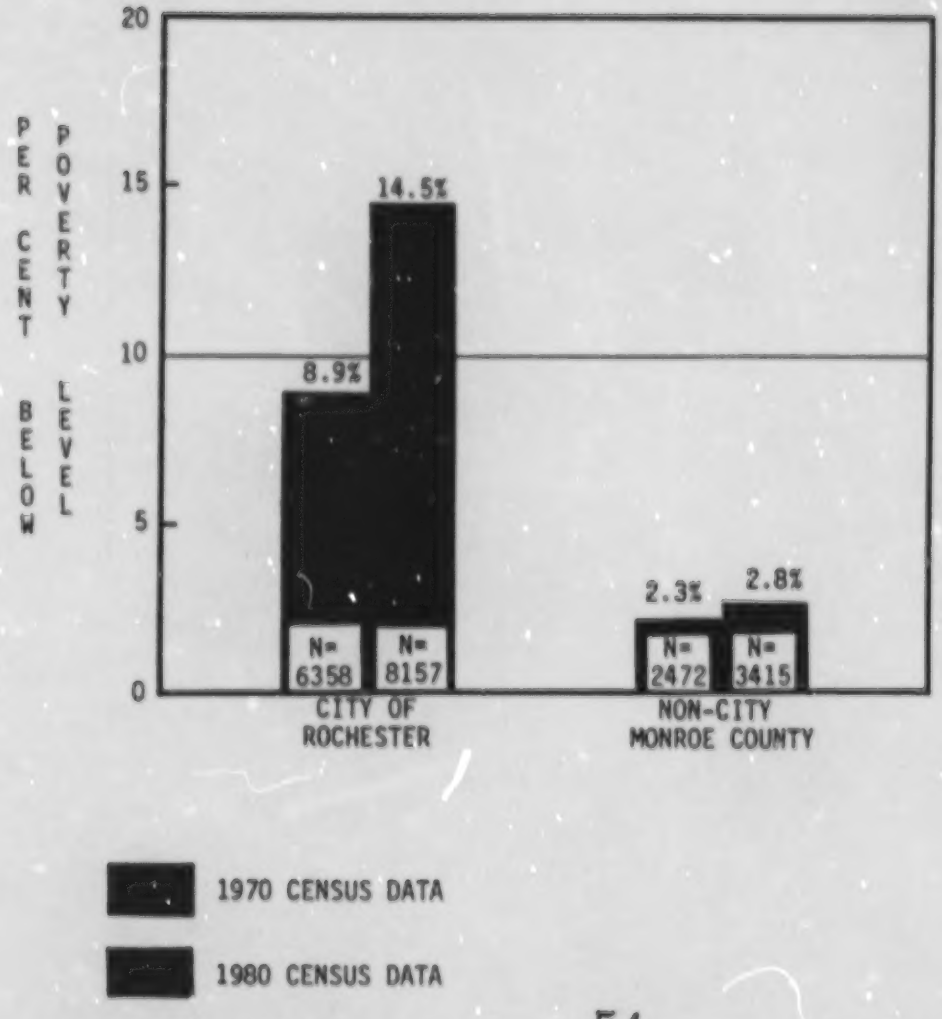


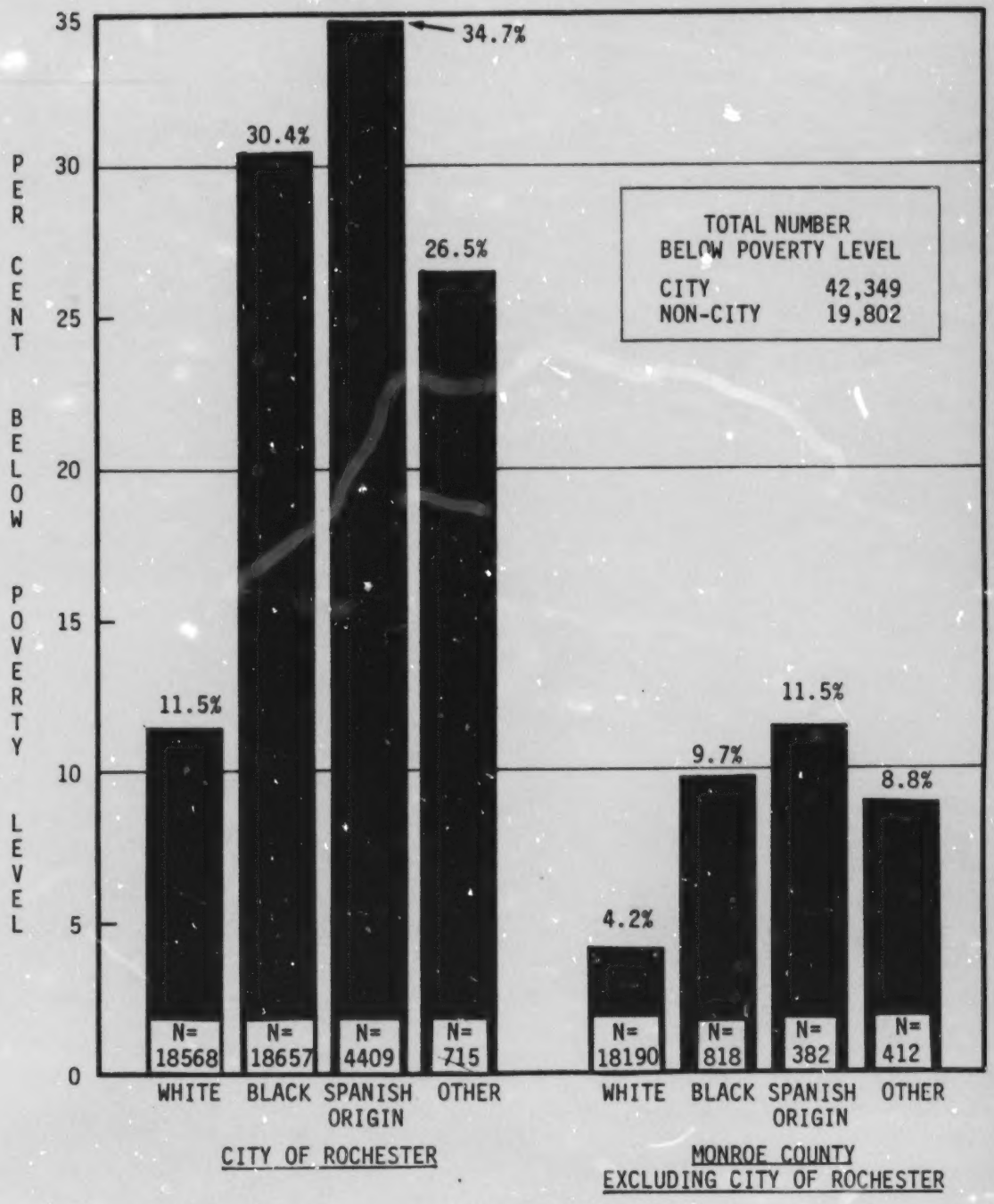
FIGURE 83-B-15

PERCENTAGES OF PERSONS AT OR BELOW
POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
BY ETHNIC GROUP
1980 CENSUS DATA

This figure presents an ethnic analysis of persons at or below the poverty level according to the 1980 United States Census. Persons living in the City of Rochester are compared to those living outside of the city but within Monroe County. Percentages for each ethnic group are based upon the total number of persons in that group residing in the city or in Monroe County excluding the city.

For each ethnic group (White, Black, Spanish Origin, and Other), a substantially higher percentage of city residents than of non-city residents falls at or below the poverty level. Persons of Spanish origin and Blacks have the highest percentages at or below the poverty level: 34.7 per cent of Spanish-origin city residents, and 30.4 per cent of Black city residents. Among the total number of persons in Monroe County existing at or below the poverty level, the number of city residents (42,349) exceeds the number of non-city residents (19,802).

FIGURE 83-B-15
PERCENTAGES OF PERSONS AT OR BELOW
POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
BY ETHNIC GROUP
1980 CENSUS DATA



Achievement

SECTION C

ACHIEVEMENT

This section presents profiles of District students' performance on nationally standardized achievement tests and New York State measures of achievement (Pupil Evaluation Program, Preliminary Competency Tests, and Regents Competency Tests).

Figures 83-C-1 through 83-C-20 provide a variety of analyses of standardized achievement tests administered to District students. Since 1975, the achievement of District students, both elementary and secondary, has improved in reading and math, with the greatest gains seen at the elementary school level (Figures 83-C-1 through 83-C-4). The highest levels of achievement are evident in mathematics among students in grades 1 through 6. The lowest levels are seen in kindergarteners' mathematics achievement and secondary students' reading achievement, most notably at grades 10, 11 and 12 in 1983 (Figures 83-C-5 and 83-C-6). All major ethnic groups in the District show improved achievement in reading and mathematics, at both elementary and secondary levels, since 1976 (Figures 83-C-14 through 83-C-18).

Figures 83-C-21 through 83-C-30 were prepared to compare the performance of District students with the performance of students statewide and in the "Big 5" cities on New York State PEP and Competency tests. On both PEP reading and math, the percentages of District third and sixth graders scoring above the state reference point have generally increased. Since 1973, when in all cases District percentages were below those of the state and "Big 5" cities, Rochester has either surpassed the state and "Big 5" cities (grade 3 and grade 6 reading), or approached their scores (grade 3 and grade 6 math). District eighth graders' performance on the Preliminary Competency Test in reading improved steadily from 1980 through 1982 for both regular and Special Education students (Figures 83-C-27 and 83-C-28). Writing competency improved for both groups from 1980 to 1982, but dropped in 1981. The percentage of District seniors meeting Regents Competency requirements for graduation has declined steadily from 1980 to 1983 (Figure 83-C-29).

Additional testing data is available in "School Profiles," published annually by the Department of Student Data, Testing and Records.

FIGURE 83-C-1

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1975 TO 1983

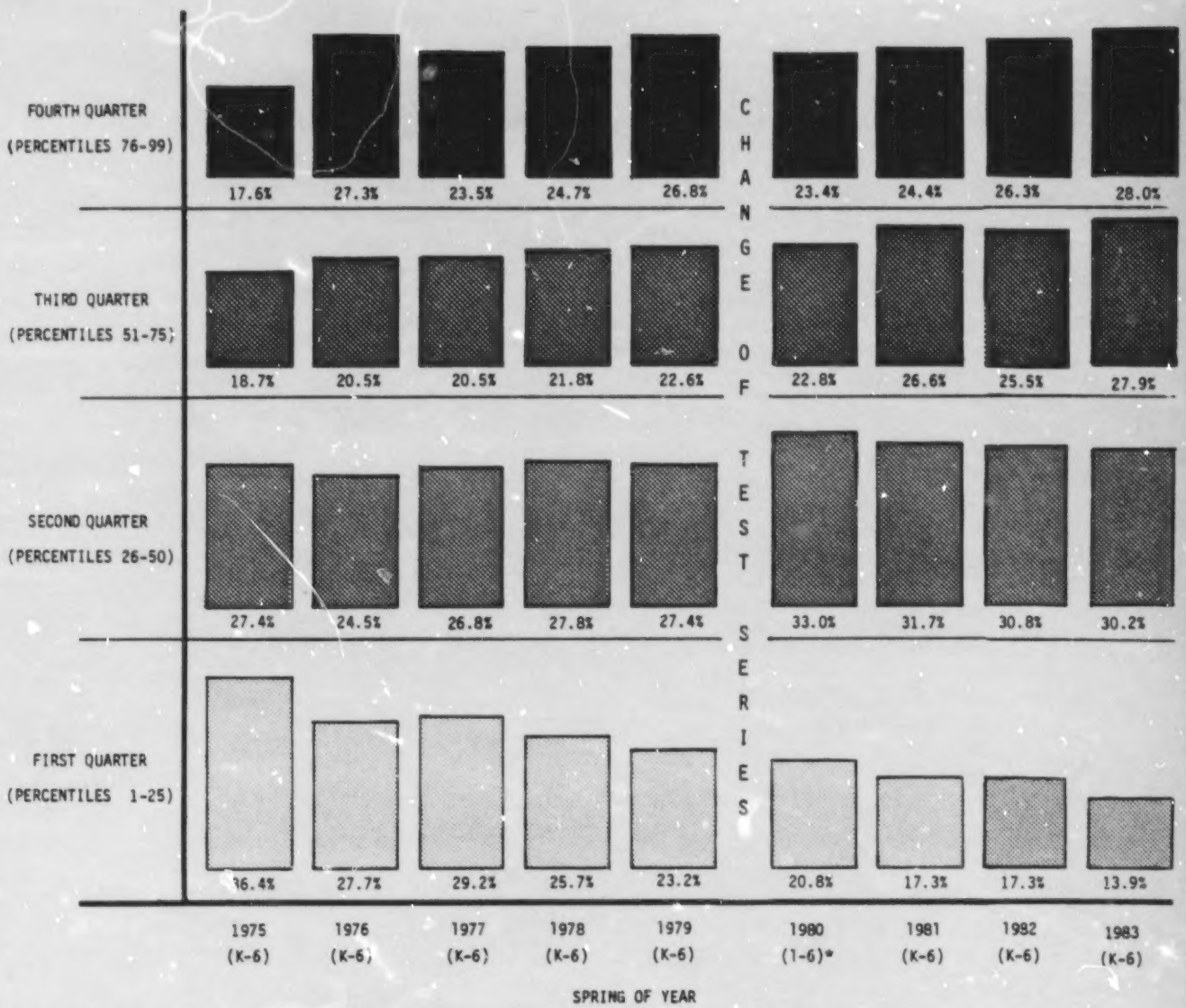
This figure displays grade K through 6 reading achievement scores for the Metropolitan test administrations from 1975 through 1983. Scores are grouped by nationally-normed achievement quarters.

The overall trend of K-6 reading scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 36 per cent in 1975 to 14 per cent in 1983, while the highest or fourth quarter group increased from 18 per cent in 1975 to 28 per cent in 1983. The proportion of students tested who scored above the 50th percentile increased from 36 per cent in 1975 to 56 per cent in 1983.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons of the two tests suggest that, in regard to reading at grades 1 through 6, the earlier test series tends to overstate achievement relative to the later test series.

FIGURE 83-C-1

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1975 TO 1983



* No kindergarteners' tests were scored in spring 1980.

Test series changed between the spring 1979 and spring 1980 administrations. In reading at grades 1-6, the earlier test tends to overstate achievement relative to the later test. At the kindergarten level, the relationship is uncertain. (See description at left.)

FIGURE 83-C-2

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1975 TO 1983

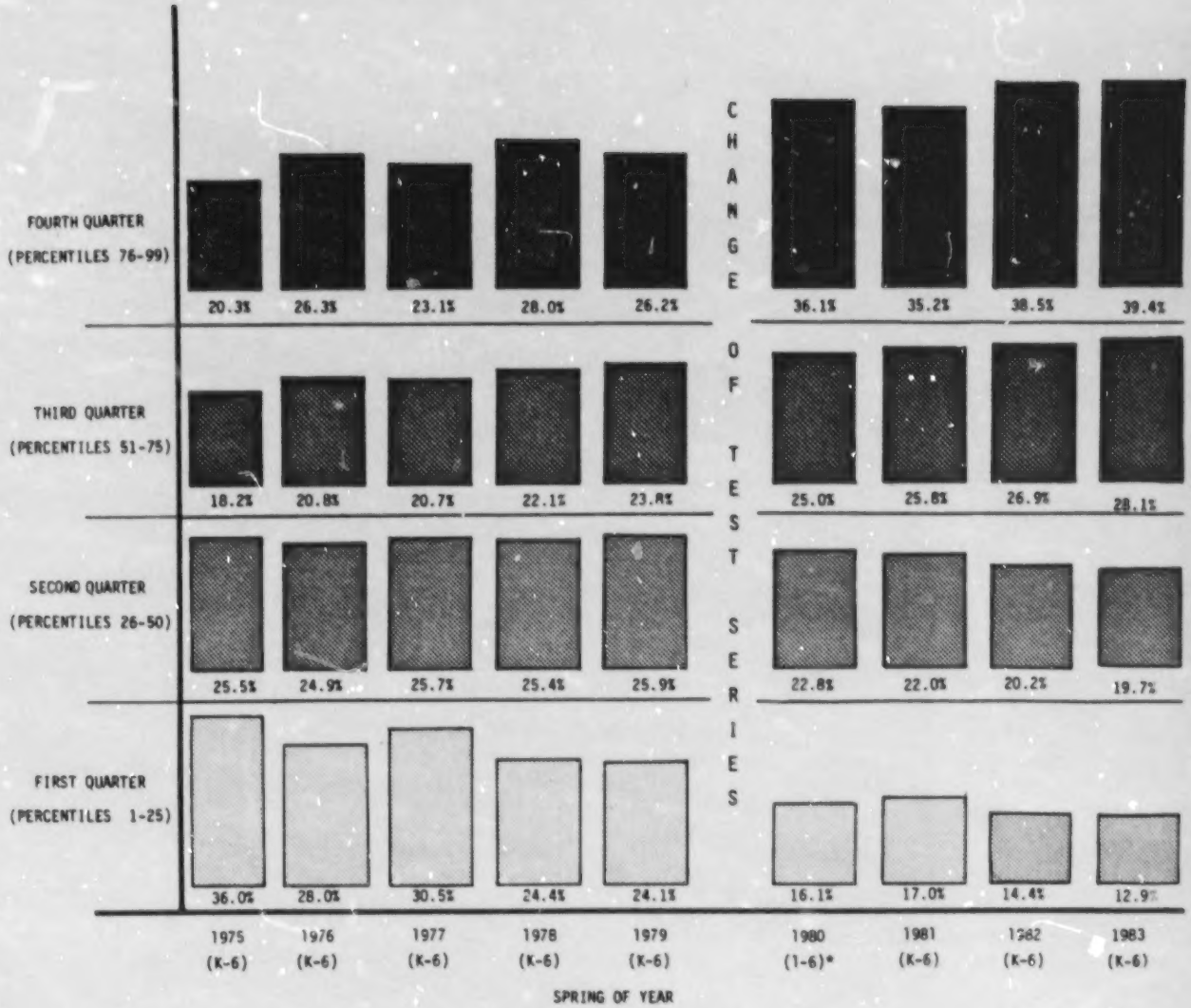
This figure displays grade K through 6 mathematics achievement scores grouped into national norm achievement quarters for Metropolitan test administrations from 1975 through 1983.

The trend of K-6 mathematics scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 36 per cent in 1975 to 13 per cent in 1983, while the highest or fourth quarter group increased from 20 per cent in 1975 to 39 per cent in 1983. The proportion of students tested who scored above the 50th percentile increased from 38 per cent in 1975 to 68 per cent in 1983.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons of the two tests suggest that, in mathematics at grades 1 through 6, the overall effect of this change of test series is negligible. At kindergarten, the relationship is uncertain.

FIGURE 83-C-2

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1975 TO 1983



*No kindergarteners' tests were scored in spring 1980.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics at grades 1-6, the earlier test is approximately equivalent to the later test. At the kindergarten level, the relationship is uncertain. (See description at left.)

FIGURE 83-C-3

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1975 TO 1983

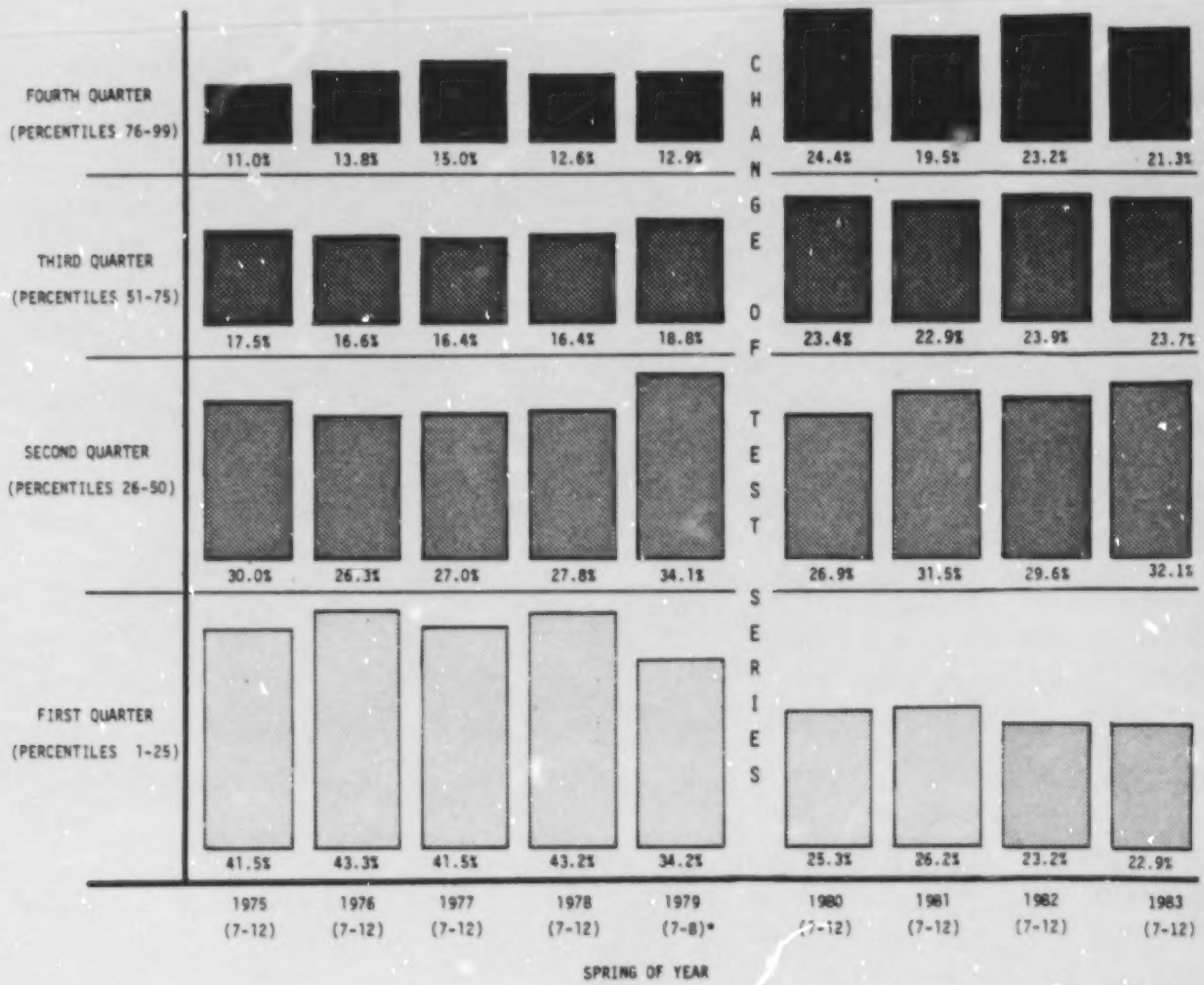
This figure displays grade 7 through 12 reading achievement scores grouped into national norm achievement quarters for the test administrations from 1975 through 1983, with the exception of 1979 where the scores are for grades 7 and 8 only.

In 1981, 1982 and 1983, slightly larger proportions of the students tested scored below the national norm than in 1980. The per cent scoring above the national norm decreased from 48.4 per cent in 1980 to 45.0 per cent in 1983.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons suggest that, in regard to reading at grades 7 and 8, the earlier test series tends to understate achievement relative to the later test series. At grades 9 through 12, the relationship is uncertain.

FIGURE 83-C-3

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1975 TO 1983



* Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In reading at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. (See description at left.)

Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8, and the Gates-MacGinitie Reading Tests at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

FIGURE 83-C-4

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1975 TO 1983

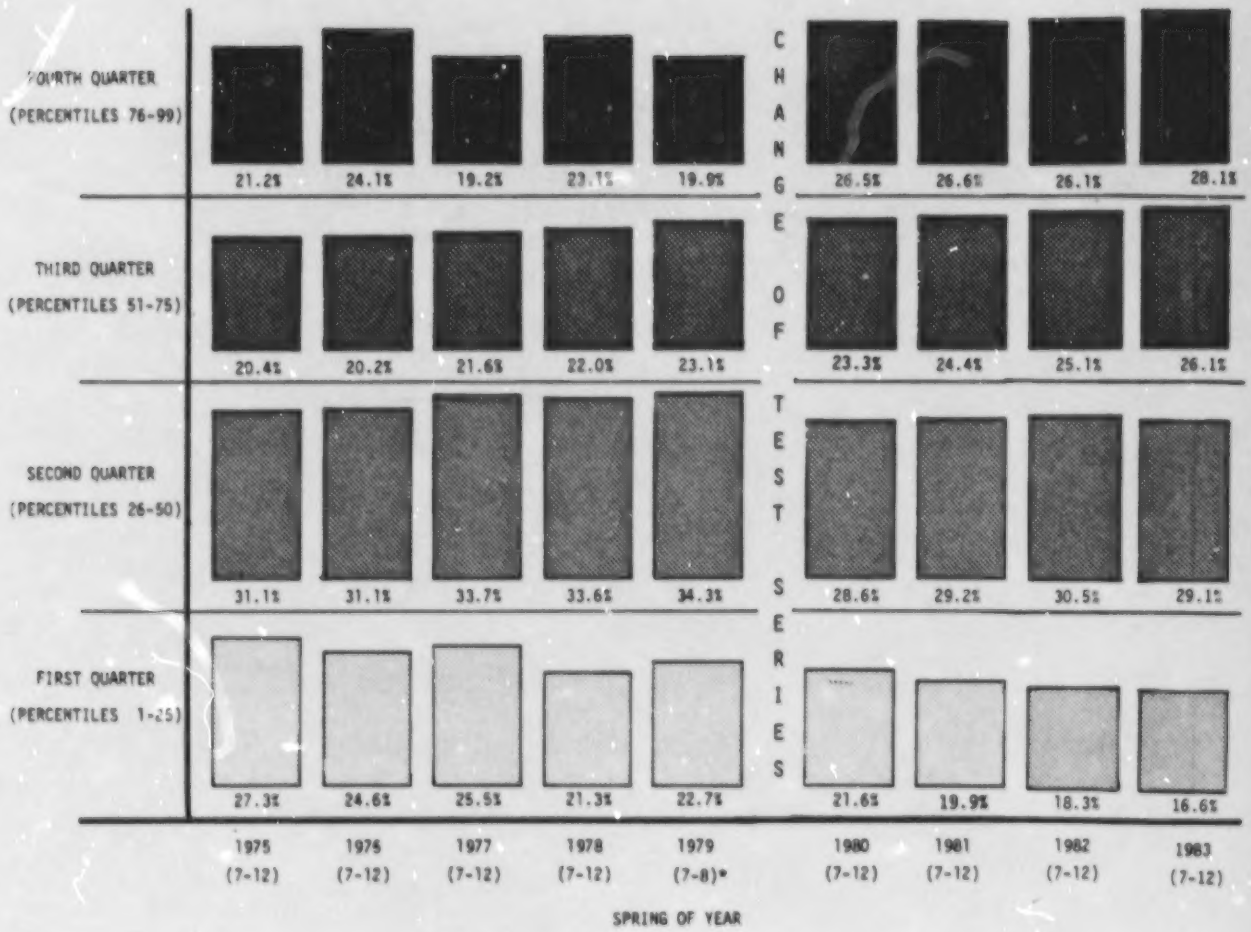
This figure displays grade 7 through 12 mathematics achievement scores grouped into national norm achievement quarters for the test administrations from 1975 through 1983, with the exception of 1979 where the scores are for grades 7 and 8 only.

The overall trend of grade 7 through 12 mathematics scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 27 per cent in 1975 to 17 per cent in 1983, while the highest or fourth quarter group increased from 21 per cent in 1975 to 28 per cent in 1983. The proportion of students tested scoring above the 50th percentile increased from 42 per cent in 1975 to 54 per cent in 1983.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons suggest that, in regard to mathematics at grades 7 and 8, the earlier test series tends to understate achievement relative to the later test series. At grades 9 through 12, the relationship is uncertain.

FIGURE 83-C-4

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1975 TO 1983



* Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. (See description at left.)

Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8, and the Stanford Test of Academic Skills at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

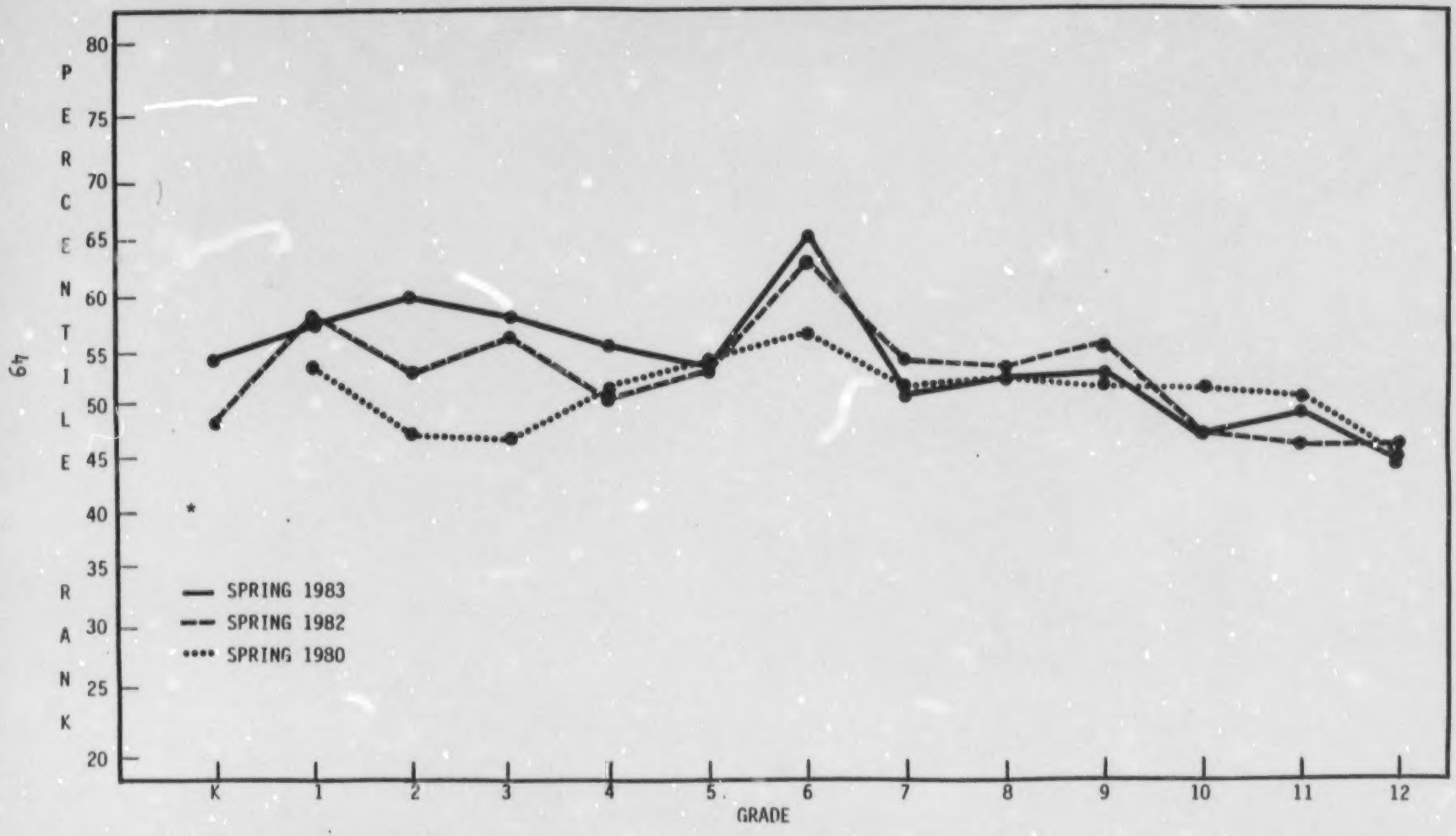
FIGURE 83-C-5

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1980, 1982, 1983
READING

This figure displays reading achievement scores from the spring administrations of the Metropolitan Achievement Tests during the years 1980, 1982 and 1983. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

The data shows that, for each of the three years, District sixth graders demonstrated the highest level of student performance. Performance at grades 10, 11 and 12 is consistently low for the three-year period. Performance at grades 7, 8 and 9 declined from 1982 to 1983.

FIGURE 83-C-5
CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1980, 1982, 1983
READING



*No kindergarten test results were published for 1980.

FIGURE 83-C-6

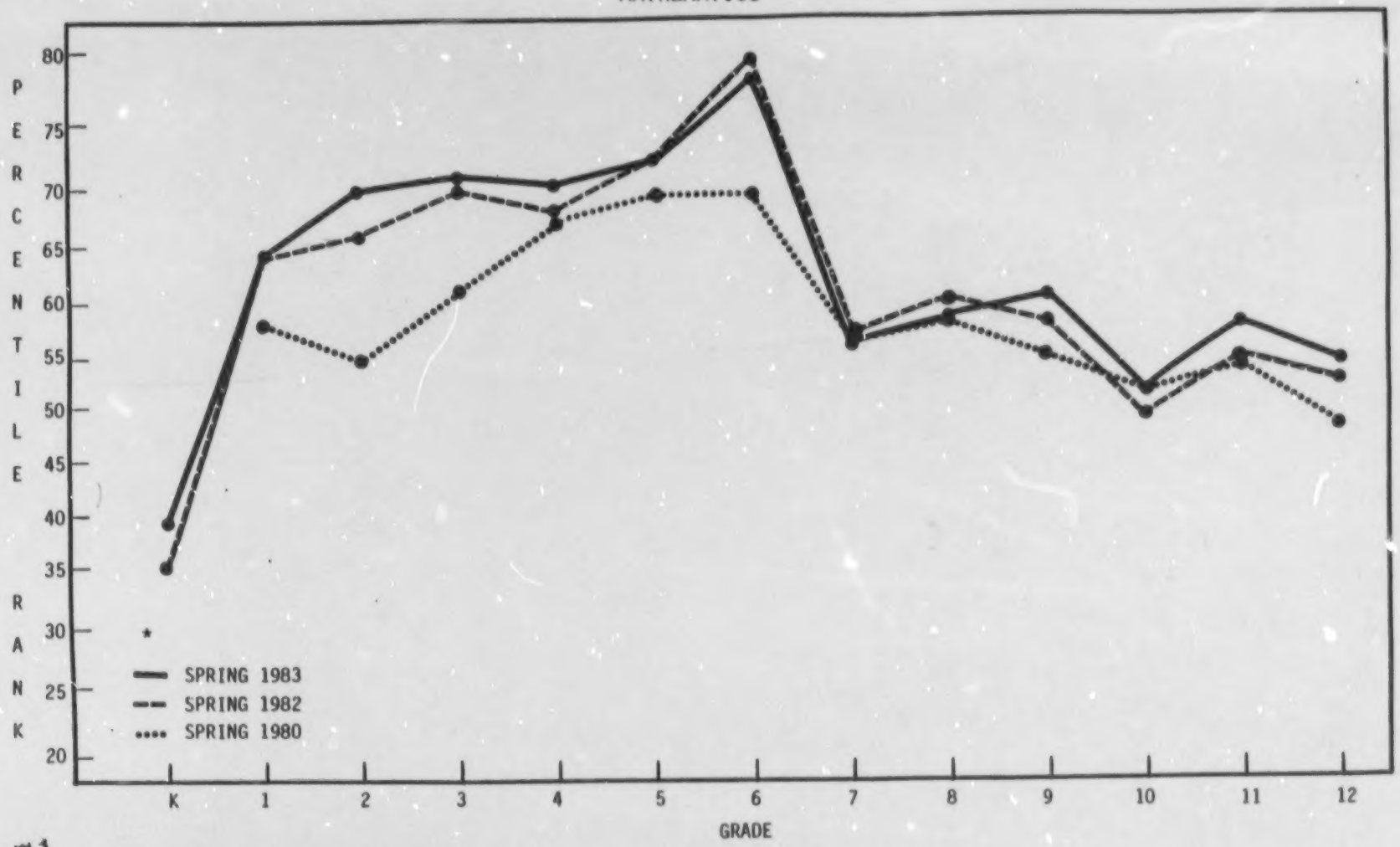
CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1980, 1982, 1983
MATHEMATICS

This figure displays mathematics achievement scores from the spring administrations of the Metropolitan Achievement Tests during the years 1980, 1982 and 1983. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

The data shows that, for each of the three years, District sixth graders demonstrated the highest level of student performance. Performance at kindergarten and at grades 10 and 12 is consistently low relative to performance at other grades.

FIGURE 83-C-6

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1980, 1982, 1983
MATHEMATICS



*No kindergarten test results were published for 1980.

FIGURE 83-C-7

KINDERGARTEN AND PRIMARY GRADES
METROPOLITAN ACHIEVEMENT TESTS
1980-81, 1981-82, 1982-83

This figure compares kindergarten and primary (grades 1-3) achievement in reading and mathematics for 1980-81, 1981-82, and 1982-83. Kindergarten achievement is given for fall and spring testing; primary achievement is given for spring testing only. The dots represent the national percentile rank corresponding to the central value of scores for each testing period and grade level in these years.

In all three years, student performance is generally higher in mathematics than in reading, except in spring testing for kindergarten. Each fall, kindergarteners' performance is below the 30th percentile in both reading and mathematics. While kindergarteners' reading scores increase to approximately the national norm (50th percentile) by spring, their mathematics scores increase only to approximately the 35th percentile. However, mathematics scores rise above reading in spring of grade 1, and remain higher in grades 2 and 3.

In general, kindergarten and primary students' test performance in both reading and mathematics improved in 1982-83.

FIGURE 83-C-7

KINDERGARTEN AND PRIMARY GRADES
METROPOLITAN ACHIEVEMENT TESTS
1980-81, 1981-82, 1982-83

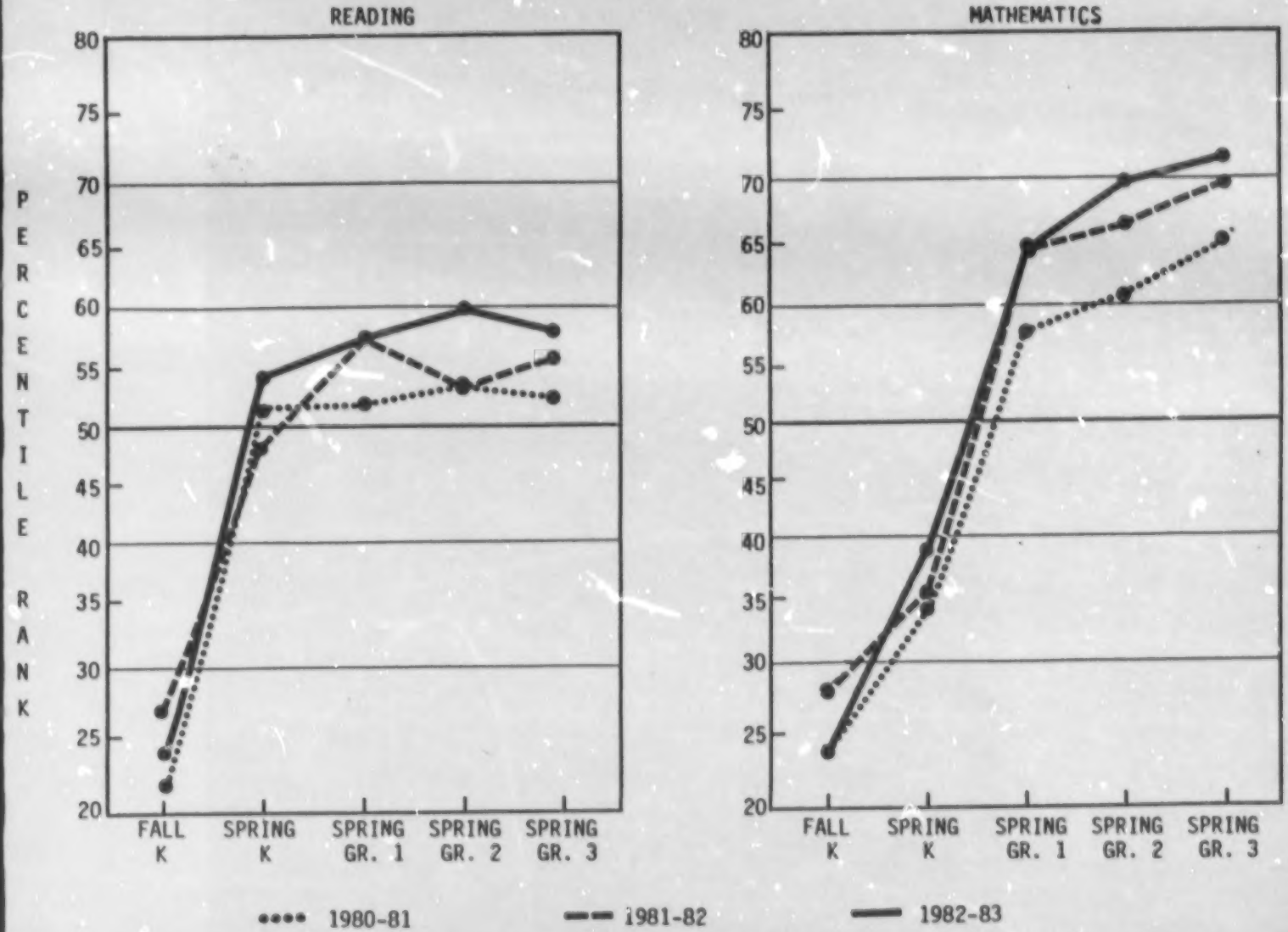


FIGURE 83-C-8

STANINE RANGE DISTRIBUTION
ACTUAL VERSUS EXPECTED
METROPOLITAN ACHIEVEMENT TESTS
READING AND MATHEMATICS
SPRING 1983

This figure shows the distribution of spring 1983 reading and mathematics scores into the three broad ranges of stanine scores: below average (stanines 1-3), average (stanines 4-6), and above average (stanines 7-9). Shown are numbers and percentages of all District students tested in spring 1983 (excluding Special Education) who scored in these stanine ranges. These figures are compared with the expected or normal distribution of the national norming sample.

In reading, 16 per cent of District students scored in the below-average stanine range, 7 percentage points fewer than the expected national norm. Sixty-one per cent of District students ranked in the average stanine range, 7 per cent more than the expected national norm percentage. Twenty-two per cent of District students, approximately the same as expected, were in the above-average stanine range.

In mathematics, 14 per cent of District students scored in the below-average stanine range, 9 per cent fewer than the expected national norm. Fifty-five per cent ranked in the average stanine range, one per cent more than the expected national norm. Thirty-one per cent, eight per cent more than the expected national norm, were in the above-average stanine range.

TABLE 83-C-8

STANINE RANGE DISTRIBUTION
ACTUAL VERSUS EXPECTED
METROPOLITAN ACHIEVEMENT TESTS
READING AND MATHEMATICS
SPRING 1983

	READING				MATHEMATICS			
	ACTUAL		EXPECTED		ACTUAL		EXPECTED	
STANINE RANGE	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BELOW AVERAGE STANINES 1-3 PERCENTILES 1-23	4567	16	6497	23	4025	14	6471	23
AVERAGE STANINES 4-6 PERCENTILES 24-77	17332	61	15253	54	15411	55	15192	54
ABOVE AVERAGE STANINES 7-9 PERCENTILES 78-99	6347	22	6497	23	8698	31	6471	23

Special Education students, including resource students, are not included.

TABLE 83-C-9

INDIVIDUAL STUDENT MOBILITY
METROPOLITAN READING ACHIEVEMENT PATTERNS
FALL 1979 TO SPRING 1983

This figure presents data based upon two factors: (1) the number of times a student changed buildings for any reason in the four school years 1979-80 through 1982-83, and (2) the change in Metropolitan reading test performance between fall 1979 and spring 1983. This change is expressed in Normal Curve Equivalent (NCE) scores. Two views of the relationship between student mobility and test performance are shown: (1) a simplified crosstabulation table, and (2) correlational or "strength of relationship" data.

The crosstabulation table shows the relationship between instances of building change and test performance. For example, 2,823 students had one building change during the four years and NCE score changes between minus 7 and plus 7. No relationship between student mobility and test performance is indicated by the crosstabulation analysis.

In the second analysis of the data, a statistical test was performed to measure the strength of the relationship between student mobility and test performance. This analysis indicates a weak (+.02), virtually nonexistent relationship between the two factors. The data presented here does not support the hypothesis that higher rates of student mobility are accompanied by lowered achievement.

A more complete analysis of student mobility and achievement, focusing on specific reasons for student mobility, is planned.

TABLE 83-C-9

INDIVIDUAL STUDENT MOBILITY
METROPOLITAN READING ACHIEVEMENT PATTERNS
FALL 1979 TO SPRING 1983

SIMPLIFIED CROSSTABULATION

INSTANCES OF BUILDING CHANGE

NCE CHANGE	0	1	2	3	4	≥5	Total
+21.1 or more	911	926	592	281	120	55	2885
+7.1 to +21.0	1378	1852	971	360	155	78	4794
-7.0 to +7.0	1742	2823	1307	437	182	96	6587
-21.0 to -7.1	873	1162	586	228	80	52	2981
-21.1 or less	222	233	139	56	30	14	694
TOTAL	5126	6996	3695	1362	567	295	17941

CORRELATION DATA

Number of Students = 17,941
Mean Number Building Changes = 1.24
Mean Reading NCE Change = +5.81
Correlation Coefficient = +.02125

FIGURE 83-C-10

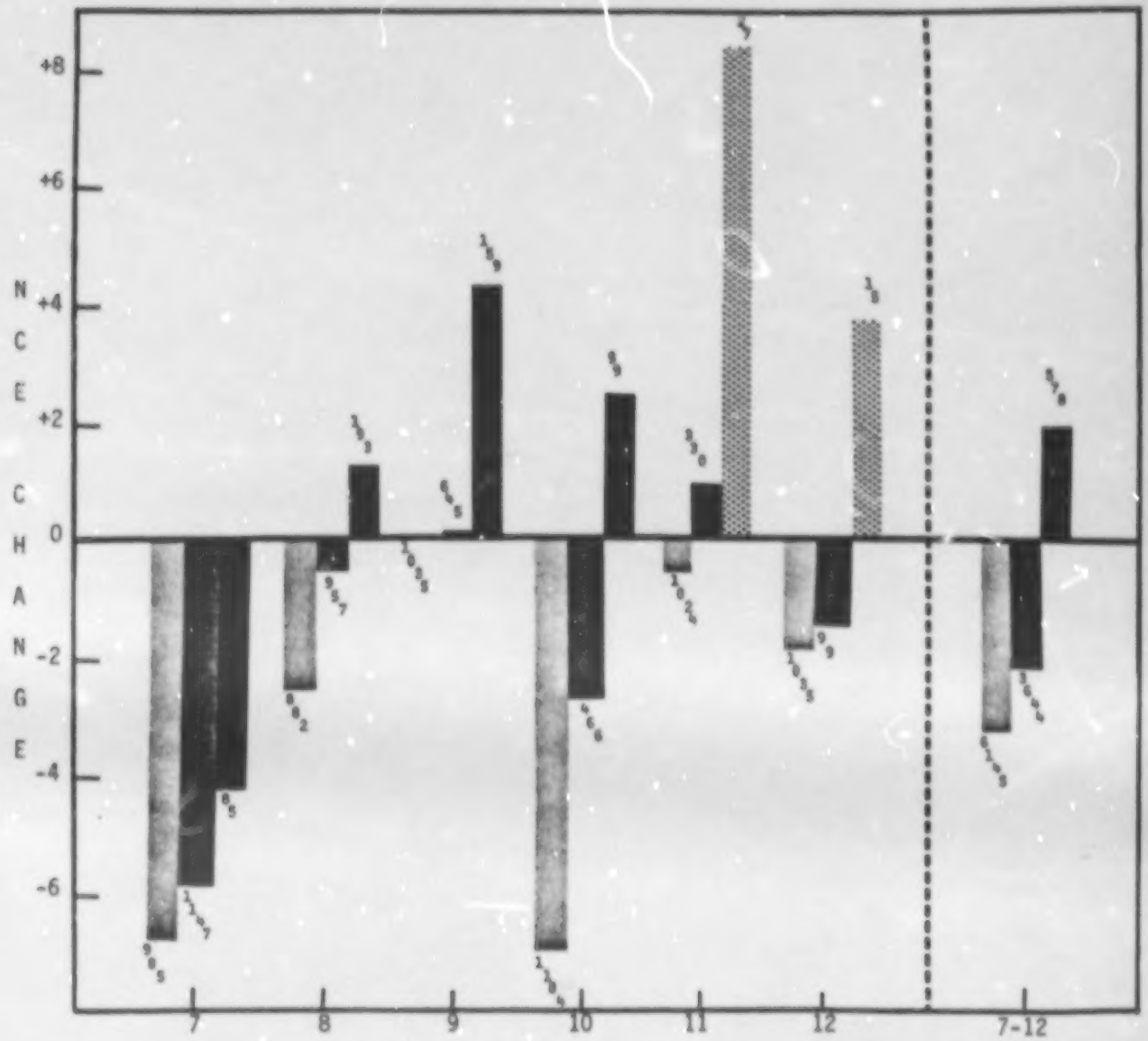
TIME-ON-TASK ANALYSIS
ACHIEVEMENT CHANGE FOR DIFFERENT LEVELS OF READING INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS - SPRING 1982 TO SPRING 1983

This figure shows reading achievement change from spring 1982 to spring 1983 in the secondary grades for three different groups of students. The first group of students received no formal class in reading, the second group received one period of reading instruction, and the third received two periods of reading instruction. Achievement change over the two testing periods is expressed in terms of normal curve equivalent (NCE) change. (NCE change for the first group at grade 9 was 0.0 and does not show as a line on the figure.)

The analysis suggests a relationship between the amount of time scheduled for reading instruction and improvements in reading test score performance. For example, at grade 8 the 193 students scheduled for two formal periods of reading showed greater average gains in test performance than the group scheduled for one formal period of instruction. This group in turn showed greater gains than the group who received no formal instruction. While this general pattern is found at each grade (7-12), it should be noted that the extent of test score gain attributed to increased amounts of instruction varies widely from grade to grade. The expected relationship (that scheduling a student for additional reading necessarily results in improved test performance) is not supported by the data.

FIGURE 83-C-10

TIME-ON-TASK ANALYSIS
ACHIEVEMENT CHANGE FOR DIFFERENT LEVELS OF READING INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS - SPRING 1982 TO SPRING 1983



NO READING REGULAR READING EXTRA READING N<85

Numbers at the end of each bar indicate the number of students represented by that bar.

TABLE 83-C-11

STUDENTS SCORING AT OR ABOVE 90TH PERCENTILE
AND AT OR BELOW 70TH PERCENTILE
IN READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1983

This table displays counts of students by grade who performed with a differential pattern of achievement in the spring 1983 administration of the Metropolitan Achievement Tests. All students counted performed high on either the reading or mathematics testing, and relatively low on the other.

The first column shows counts of students who scored at or above the 90th percentile in mathematics, and below the 70th percentile in reading. The second column displays counts of students scoring high in reading and relatively low in mathematics.

Among the total number of students with such differential patterns of achievement, the relatively high mathematics performance group is more than three and one-half times larger than the high reading performance group.

TABLE 83-C-11

STUDENTS SCORING AT OR ABOVE 90TH PERCENTILE
AND AT OR BELOW 70TH PERCENTILE
IN READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1983

GRADE	MATHEMATICS AT OR ABOVE 90, READING AT OR BELOW 70	READING AT OR ABOVE 90, MATHEMATICS AT OR BELOW 70
K	36	55
1	53	39
2	174	36
3	125	12
4	236	18
5	181	8
6	214	25
7	88	32
8	71	35
9	69	28
10	21	28
11	31	18
12	34	24
NG	29	9
ALL	1362	367

TABLE 83-C-12

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1983

This table shows counts of students who scored above the 88th percentile in both reading and mathematics on the spring 1983 administration of the Metropolitan Achievement Tests.

There were 2,525 District students who scored at this level of achievement. The grade distribution shows that the highest numbers of these students were in grades 1 through 9. The highest number (359) is found at grade 6.

The final column of the table shows the percentage of each grade's October enrollment who scored at this high-achieving level. The highest percentages are at grades 1 through 9, with the greatest percentage (14%) at grade 6.

Overall, 7 per cent of District students scored at this level in both basic subjects.

TABLE 83-C-12

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1983

GRADE	TOTAL NUMBER	PERCENT OCTOBER 1982 GRADE ENROLLMENT
K	109	4%
1	266	9%
2	260	10%
3	251	11%
4	191	8%
5	169	7%
6	359	14%
7	180	7%
8	176	7%
9	238	8%
10	102	4%
11	127	6%
12	80	6%
NG	17	1%
ALL	2525	7%

TABLE 83-C-13

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATH
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1983

This table shows by-grade counts and ethnic percentages of students who scored above the 88th percentile in both reading and mathematics on the spring 1983 administration of the Metropolitan Achievement Tests. The 88th percentile is roughly equivalent to the 8th stanine (the middle stanine of the above-average range).

Of the 2,525 students who ranked in this score range, 75 per cent were Caucasian, 18 per cent were Black, and 5 per cent were Spanish Surname.

TABLE 83-C-13

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1983

GRADE	TOTAL NUMBER	ETHNIC PER CENT FOR GRADE			
		CAUCASIAN	BLACK	SPANISH SURNAME	OTHER
K	109	62%	17%	17%	3%
1	266	65%	26%	6%	3%
2	260	68%	22%	7%	3%
3	251	75%	18%	4%	2%
4	191	76%	19%	3%	2%
5	169	77%	15%	5%	4%
6	359	73%	20%	5%	3%
7	180	81%	13%	3%	3%
8	176	80%	15%	3%	2%
9	238	76%	16%	5%	3%
10	102	85%	12%	1%	2%
11	127	83%	12%	3%	2%
12	80	89%	9%	1%	1%
NG	17	59%	41%	0%	0%
ALL	2525	75%	18%	5%	3%
NOTE: THESE ARE THE OCTOBER 1982 ETHNIC PER CENTS FOR ALL DISTRICT STUDENTS.		37%	50%	11%	3%

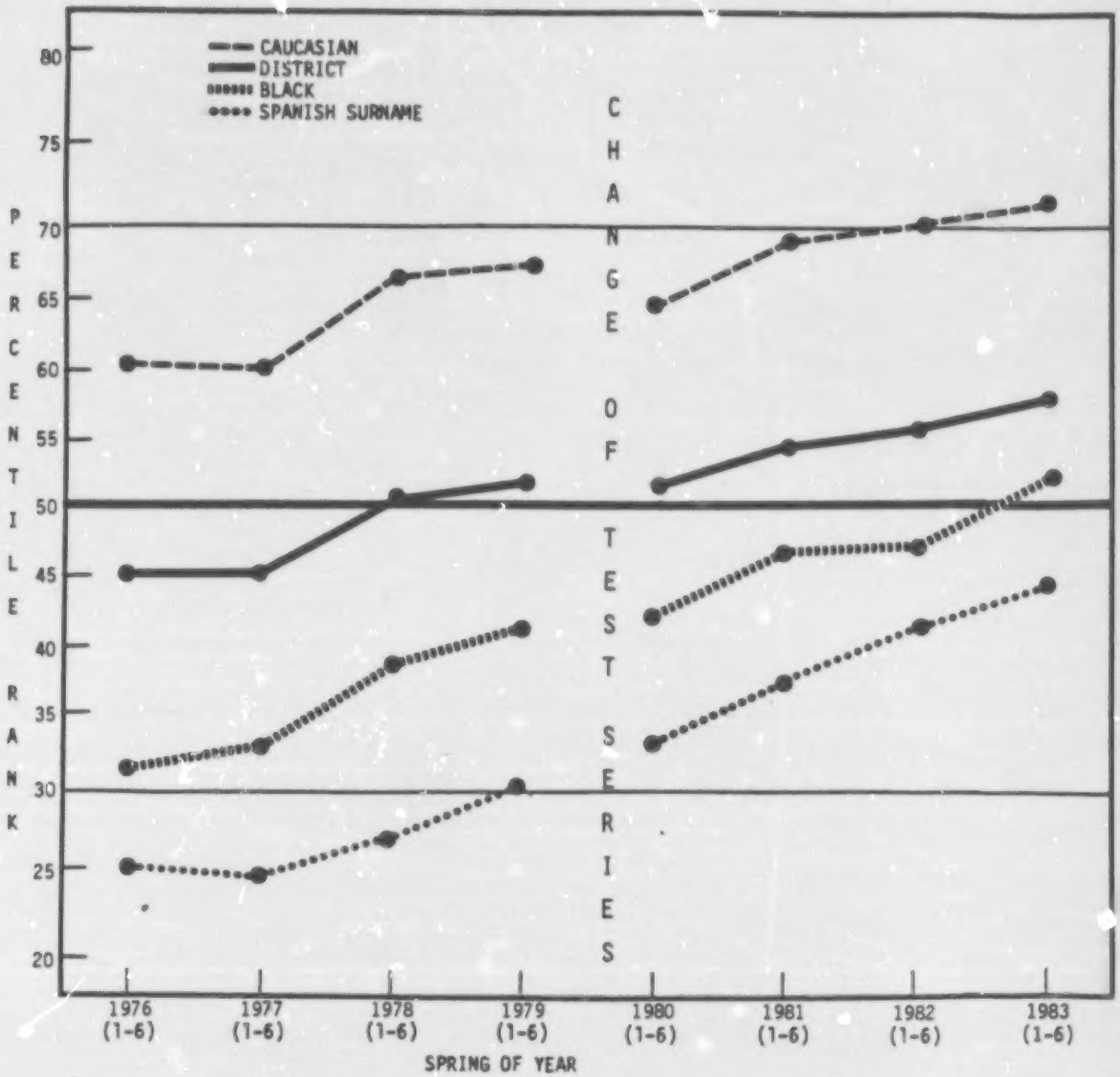
FIGURE 83-C-14

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1976 TO 1983

This figure displays District elementary (grades 1-6) reading achievement levels on the spring administrations of the Metropolitan Achievement Tests for the period 1976 through 1983. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived for scores at each grade level.

FIGURE 83-C-14

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1976 TO 1983



Test series changed between the spring 1979 and spring 1980 administrations. In reading, at grades 1 through 6, the earlier test tends to overstate achievement relative to the later test. See description for Figure 83-C-1.

Data values for this figure are found in Table 83-C-18.

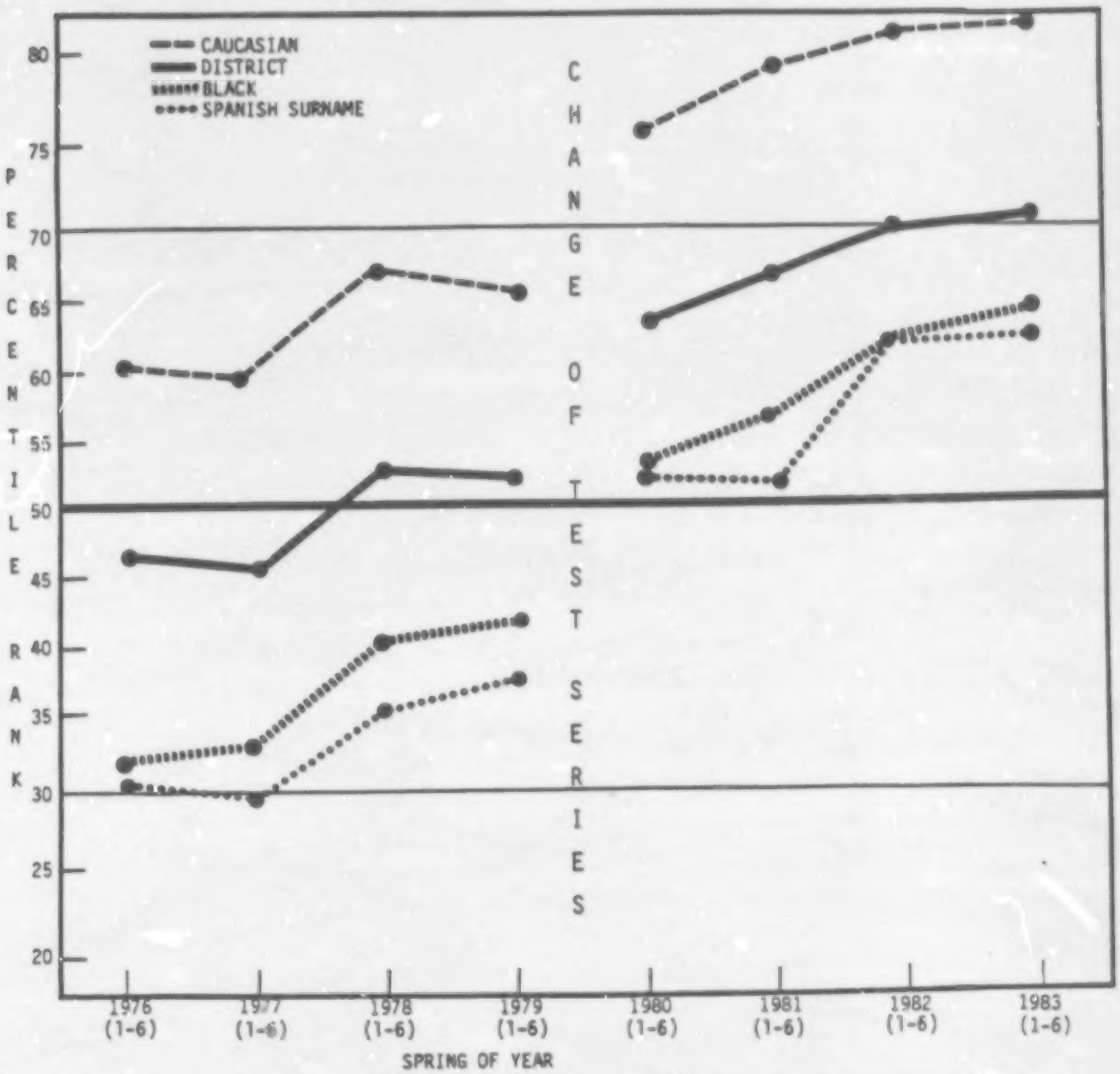
FIGURE 83-C-15

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1976 TO 1983

This figure displays District elementary (grades 1-6) mathematics achievement levels on the spring administrations of the Metropolitan Achievement Tests for the period 1976 through 1983. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at each grade level.

FIGURE 83-C-15

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1976 TO 1983



Test series changed between the spring 1979 and spring 1980 administrations. In mathematics, at grades 1 through 6, achievement levels of the earlier test are approximately equivalent to those of the later test. See description for Figure 83-C-2.

Data values for this figure are found in Table 83-C-18.

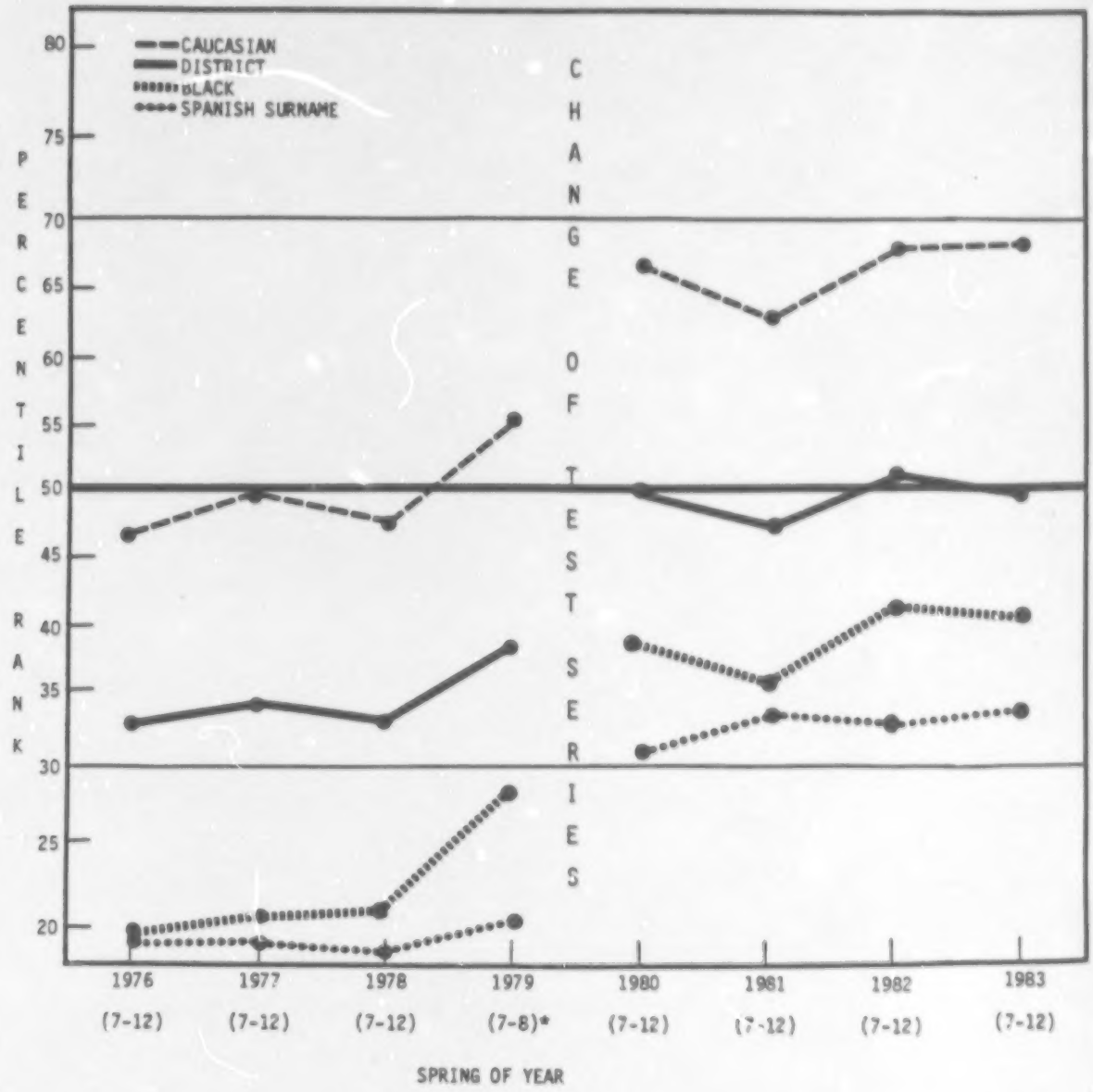
FIGURE 83-C-16

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1976 TO 1983

This figure displays District secondary (grades 7-12) reading achievement levels on the spring administrations of standardized achievement tests for the period 1976 through 1983. The 1979 data is restricted to grades 7 and 8. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at each grade level.

FIGURE 83-C-16

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1976 TO 1983



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In reading, at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. See description for Figure 83-C-3.

Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8 and the Stanford Test of Academic Skills at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

Data values for this figure are found in Table 83-C-18.

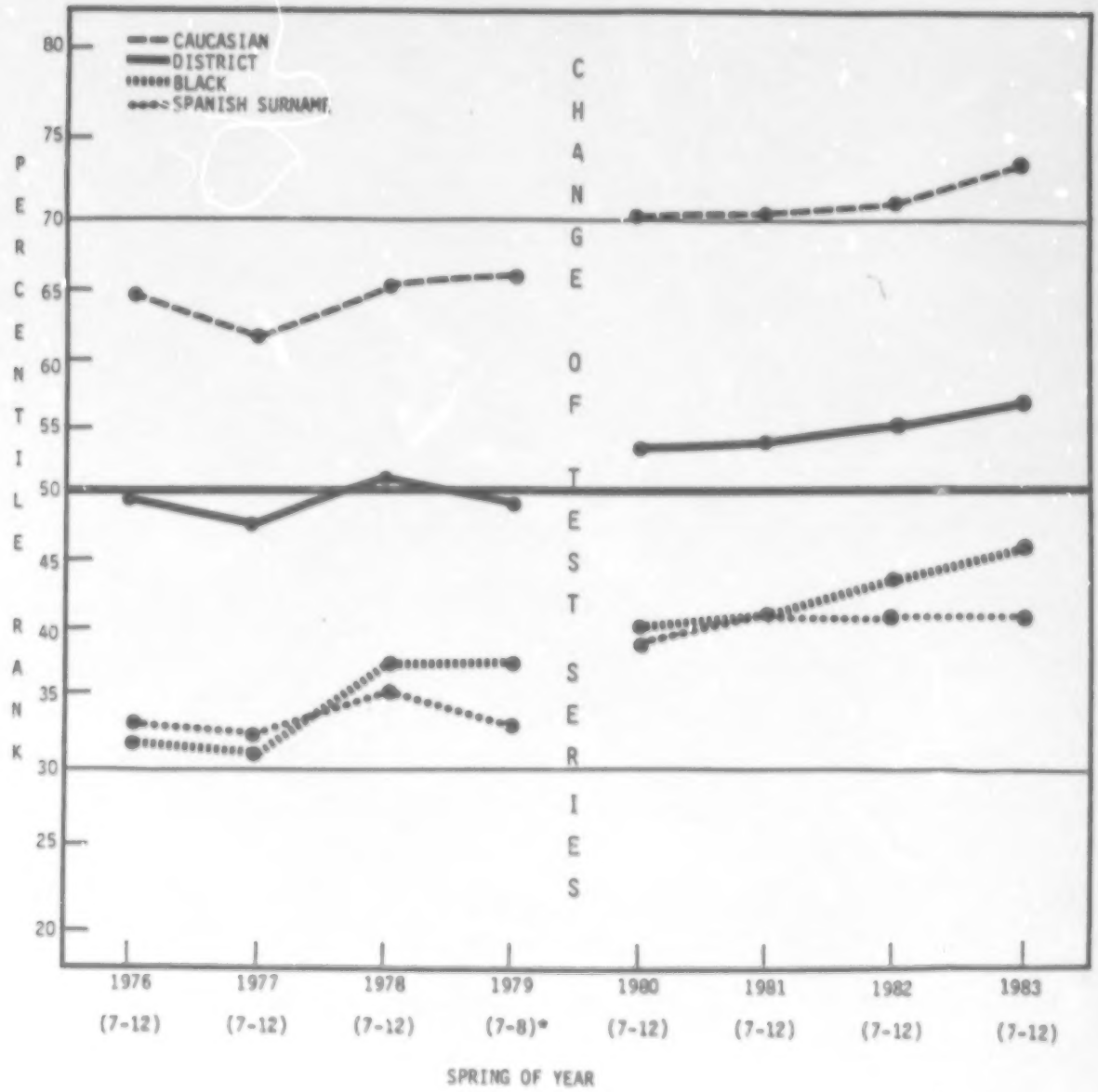
FIGURE 83-C-17

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1976 TO 1983

This figure shows District secondary (grades 7-12) mathematics achievement on the spring administrations of standardized achievement tests from 1976 through 1983. The 1979 data is restricted to grades 7 and 8. Achievement levels of the major ethnic groups in the District are presented for this period. The dots in the figure represent the national percentile rank derived from scores at each grade level.

FIGURE 83-C-17

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1976 TO 1983



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics, at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. See description for Figure 83-C-4.

Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8 and the Stanford Test of Academic Skills at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

Data values for this figure are found in Table 83-C-18.

TABLE 83-C-18

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARIZED ACHIEVEMENT TESTS
ELEMENTARY AND SECONDARY READING AND MATHEMATICS
1976 THROUGH 1983

This table displays the actual data values which are found in graphic form in Figures C-14 through C-17. Please refer to the narratives accompanying these figures, as well as the narratives concerning change of test series in Figures C-1 through C-4, for explanation and interpretation of these values.

TABLE 83-C-18

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY AND SECONDARY READING AND MATHEMATICS
1976 THROUGH 1983

	YEARS OF SPRING TESTING							
	1976	1977	1978	1979	1980	1981	1982	1983
BLACK								
RDG. ELEM.	31.8	33.3	38.8	41.3	42.6	46.4	47.7	51.9
SEC.	19.5	20.9	21.3	28.7*	38.3	36.3	41.0	40.6
MATH ELEM.	32.5	33.5	40.7	42.0	53.4	56.9	61.6	63.7
SEC.	32.1	31.1	37.0	37.1*	40.2	41.0	44.0	46.0
CAUCASIAN								
RDG. ELEM.	60.4	60.0	66.9	67.8	64.8	69.0	70.1	71.9
SEC.	47.4	49.7	48.3	55.1*	66.7	63.2	67.4	67.7
MATH ELEM.	60.5	59.6	67.4	65.7	76.2	78.5	81.0	82.2
SEC.	64.9	61.8	65.7	66.6*	70.3	70.5	71.2	74.2
SPANISH SURNAME								
RDG. ELEM.	25.3	24.4	27.5	30.4	34.0	37.0	41.5	44.1
SEC.	19.1	19.1	18.1	20.7*	31.0	34.0	33.6	34.3
MATH ELEM.	30.4	29.6	35.1	37.1	52.0	51.5	61.4	61.4
SEC.	33.7	32.8	36.1	33.6*	38.4	41.0	40.6	41.2
TOTAL DISTRICT								
RDG. ELEM.	45.1	45.1	50.4	51.9	51.5	54.7	55.7	58.5
SEC.	33.1	34.7	33.5	38.3*	50.0	46.9	50.6	49.8
MATH ELEM.	46.3	45.3	52.5	52.0	63.8	66.5	69.9	71.1
SEC.	49.9	47.2	51.0	49.0*	53.5	53.6	55.1	56.8

CHANGE OF TEST SERIES

These are the values shown in Figures 83-C-14 through 83-C-17. They are percentile ranks corresponding to mean NCE's. Refer to footnotes in Figures 83-C-14 through 83-C-17 for interpretation of the effect of the change of test series on achievement at each grade range and in each subject.

*These values are for grades 7 and 8 only; in spring 1979, no districtwide testing was done in grades 9-12.

FIGURE 83-C-19

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1983 METROPOLITAN ACHIEVEMENT TESTS
ALL NON-SPECIAL-EDUCATION STUDENTS
READING

This figure shows K-12 reading achievement on the spring 1983 administration of the Metropolitan Achievement Tests. Scores are distributed into national norm quarters of achievement for the major ethnic groups in the District. If District performance conformed exactly to the national norming sample, each quarter would show 25 per cent of the scores.

This figure excludes Special Education and Resource students. This was not the case in Figure C-28 in the previous edition of this data-base (published December 1982).

FIGURE 83-C-19

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1983 METROPOLITAN ACHIEVEMENT TESTS
ALL NON-SPECIAL-EDUCATION STUDENTS
READING

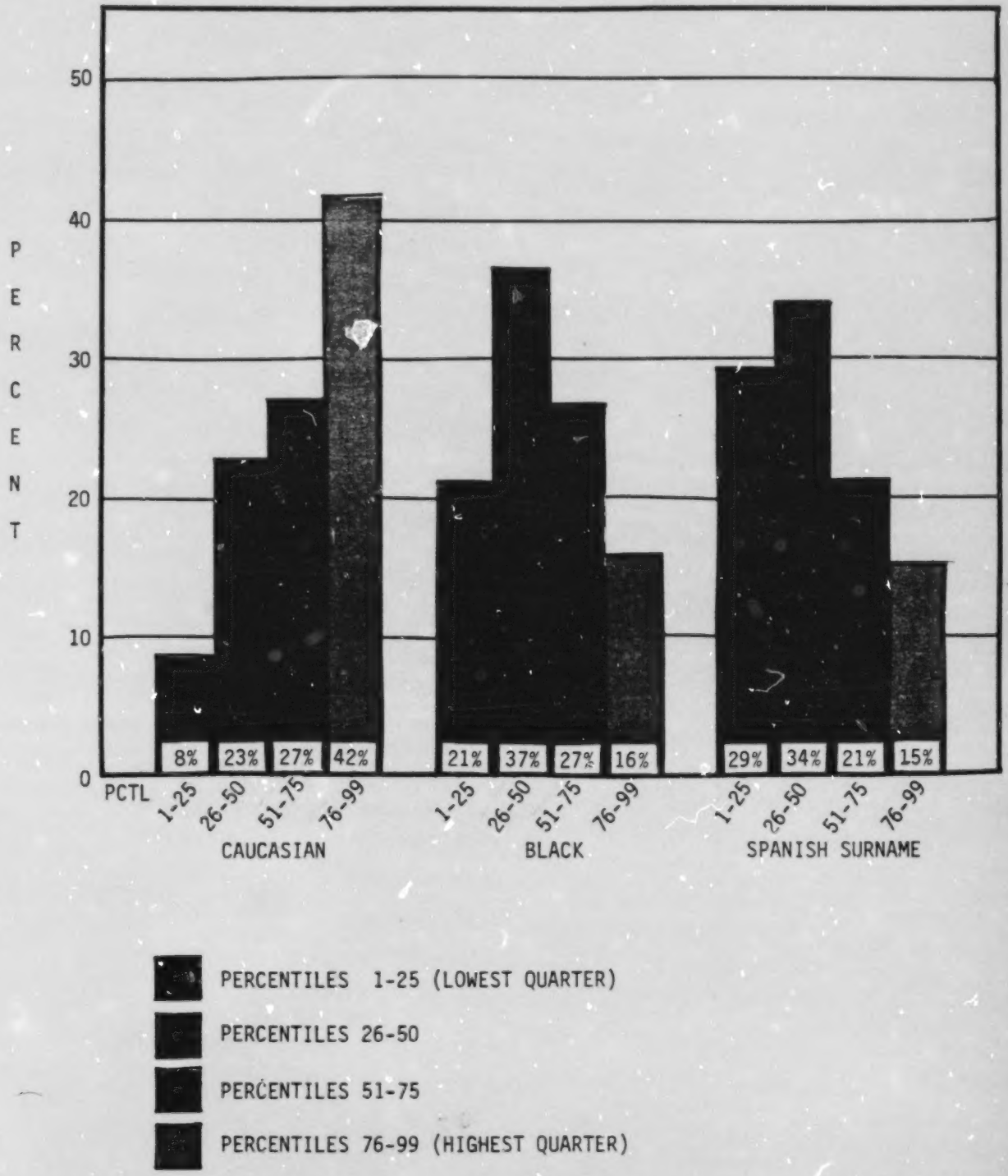


FIGURE 83-C-20

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1983 METROPOLITAN ACHIEVEMENT TESTS
ALL NON-SPECIAL-EDUCATION STUDENTS
MATHEMATICS

This figure shows K-12 mathematics achievement on the spring 1983 administration of the Metropolitan Achievement Tests. Scores are distributed into national norm quarters of achievement for the major ethnic groups in the District. If District performance conformed exactly to the national norming sample, each quarter would show 25 per cent of the scores.

This figure excludes Special Education and Resource students. This was not the case in Figure C-29 in the previous edition of this data-base (published December 1982).

FIGURE 83-C-20

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1983 METROPOLITAN ACHIEVEMENT TESTS
ALL NON-SPECIAL-EDUCATION STUDENTS
MATHEMATICS

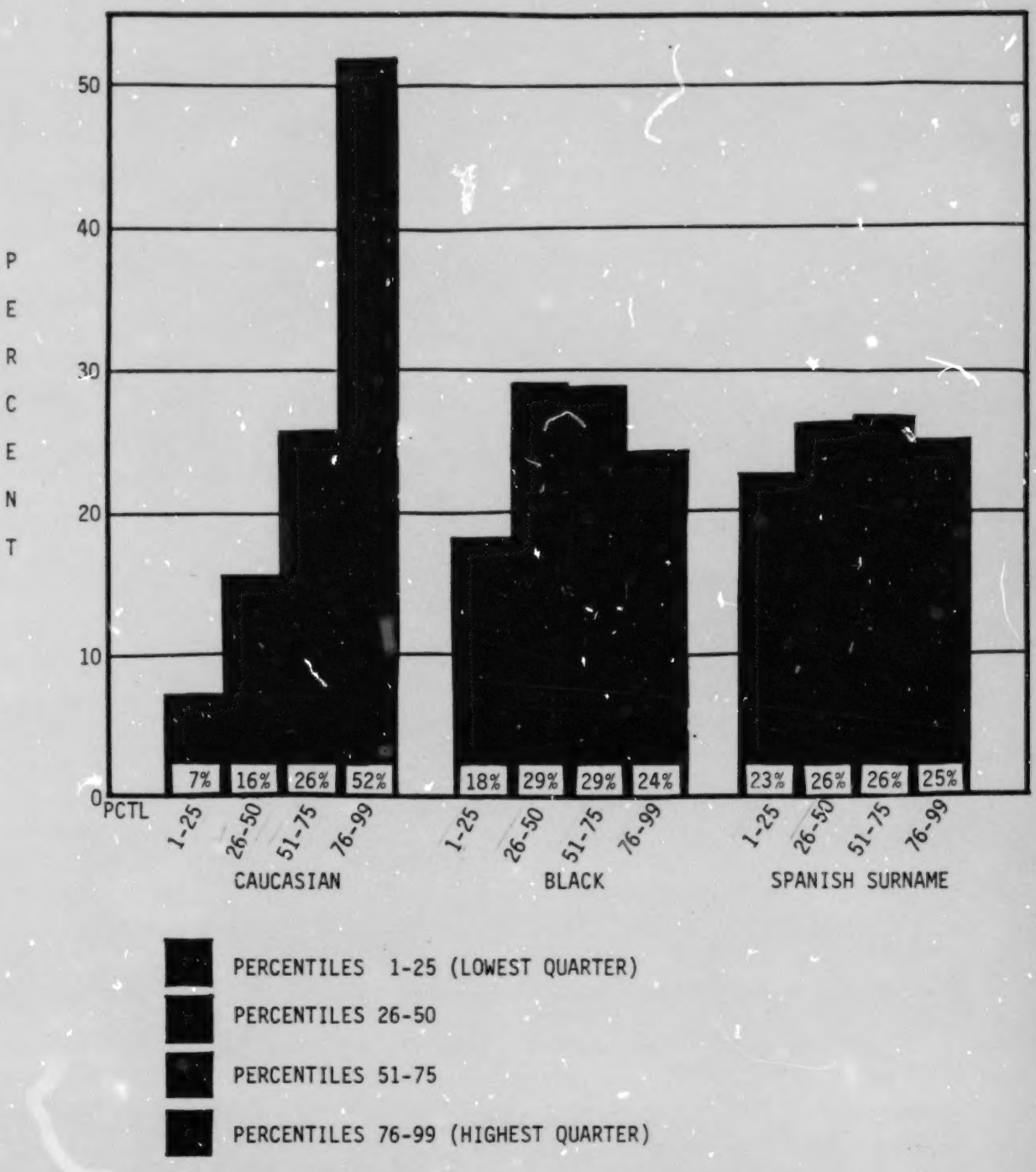


FIGURE 83-C-21

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983
READING - GRADE 3

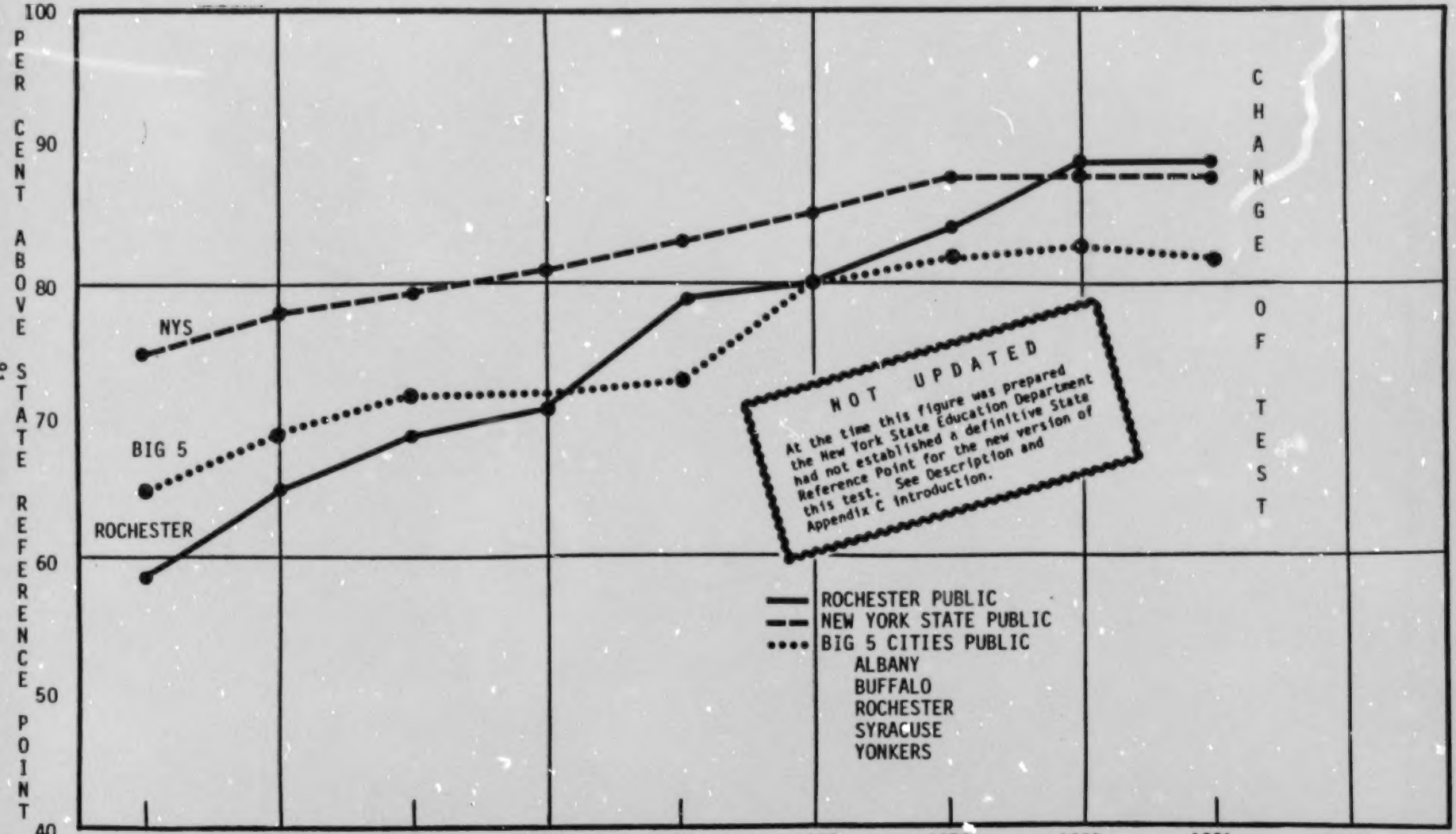
This figure shows the performance of District pupils on the New York State PEP Test in reading at grade 3 for 1973 through 1983. District pupils' performance is compared to that of public school students statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point.

Prior to 1977, District achievement was lower than both New York State achievement and "Big 5" cities' achievement. By 1977 Rochester had surpassed the "Big 5" cities on this test, and by 1980 had also surpassed New York State performance. In 1980 and 1981 almost 90 per cent of District third graders scored above the state reference point, while New York State performance was slightly less positive and "Big 5" cities' performance was closer to 80 per cent above the reference point.

This test was changed and moved to spring administration in the 1982-83 school year. At the time this figure was prepared, the State had not established a definitive state reference point for the new version of this test. When the reference point is established and reference group information on New York State public schools and the "Big 5" cities' public schools is furnished, this figure will be updated and made available.

FIGURE 83-C-21

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983
READING - GRADE 3



Data values for this figure are found in Table 83-C-26.

FIGURE 83-C-22

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983
MATHEMATICS - GRADE 3

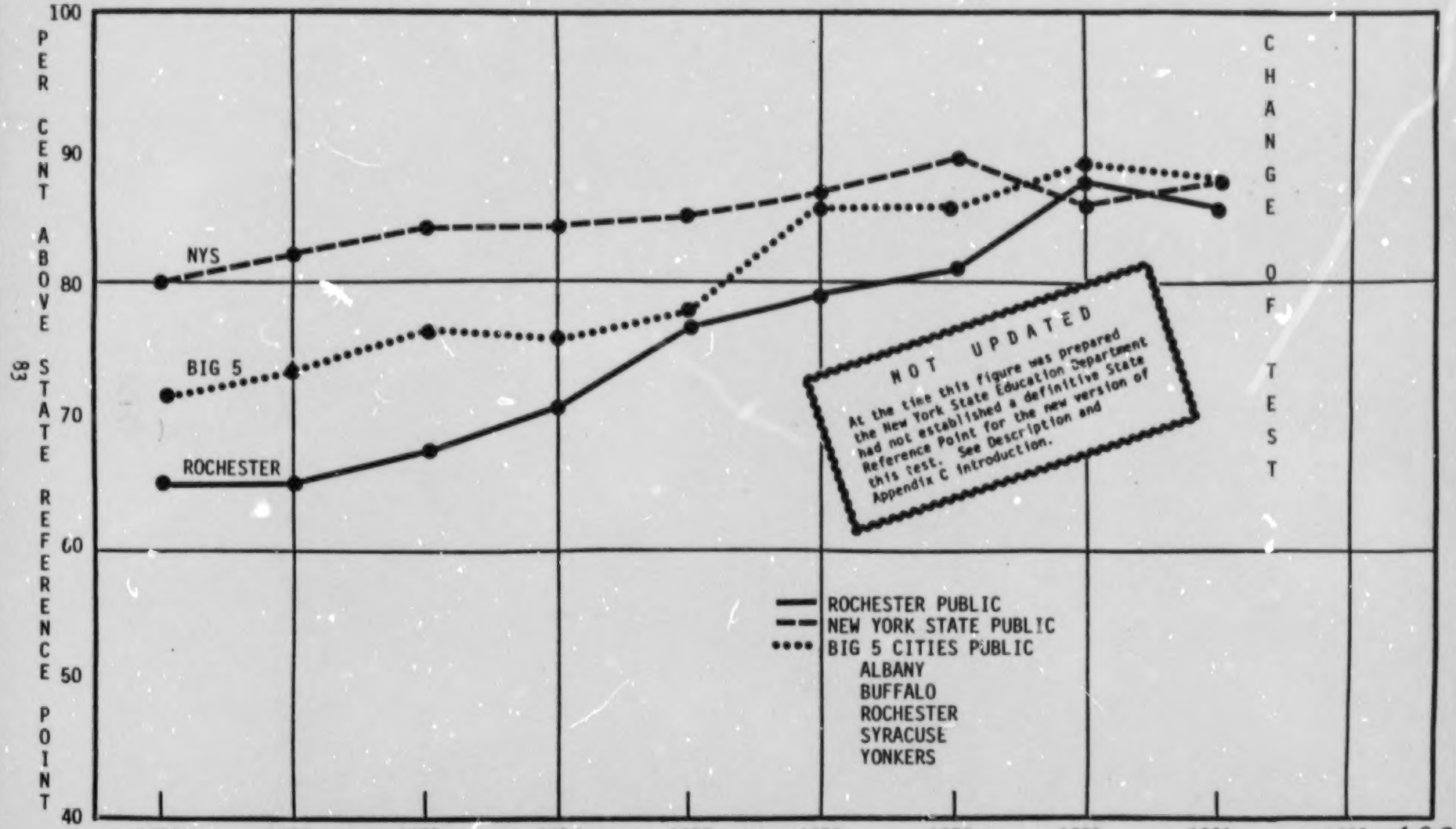
This figure shows the performance of District students on the New York State PEP Test in mathematics at grade 3 for 1973 through 1983. District pupils' performance is compared to that of public school students statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point.

Prior to 1980, District students' performance was substantially below that of New York State students and of "Big 5" cities' students. In 1980, District students' performance exceeded the statewide figure for the first time. Districtwide performance showed a slight decline in 1981, but remained close to that of both the state and the "Big 5" cities. In 1981, approximately 85 per cent of District third graders scored at or above the state reference point.

This test was changed and moved to spring administration in the 1982-83 school year. At the time this figure was prepared, the State had not established a definitive state reference point for the new version of this test. When the reference point is established and reference group information on New York State public schools and the "Big 5" cities' public schools is furnished, this figure will be updated and made available.

FIGURE 83-C-22

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983
MATHEMATICS - GRADE 3



Data values for this figure are found in Table 83-C-26.

FIGURE 83-C-23

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983
READING - GRADE 6

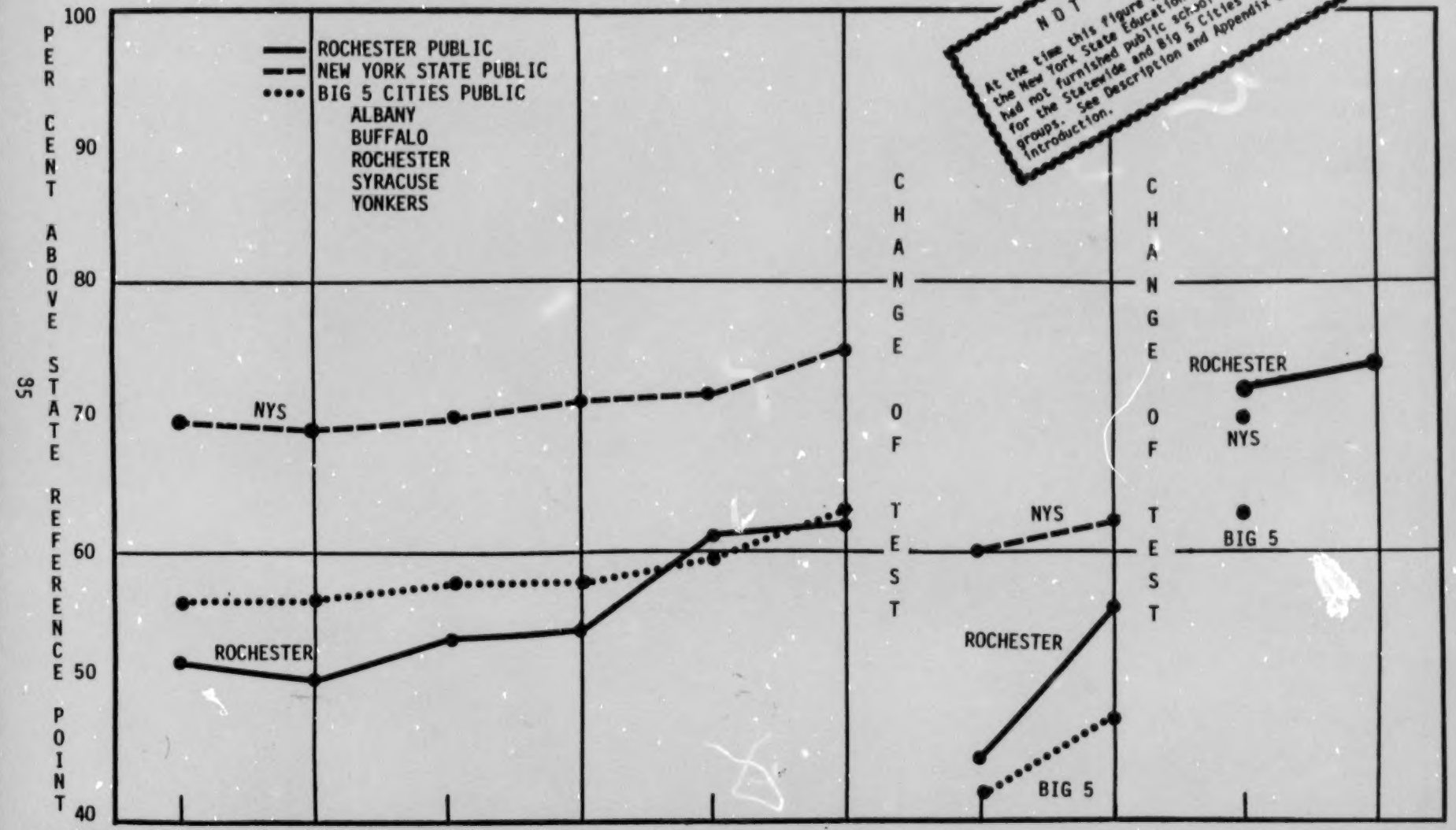
This figure shows the performance of District pupils on the New York State PEP Test in reading at grade 6 for 1973 through 1983. District students' performance is compared to that of public school students statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point.

In 1973 Rochester showed approximately 50 per cent of its students scoring above the state reference point, and ranked lower than the "Big 5" cities and statewide school groups. Performance improved over the period and, at the PEP testing in May 1982, performance of District sixth graders exceeded that of students both statewide and in the "Big 5" cities.

This test was changed and moved to spring administration in the 1982-83 school year. At the time this figure was prepared, the State had not furnished public school information for the statewide and "Big 5" cities reference groups. When reference group information on New York State public schools and the "Big 5" cities' public schools is furnished, this figure will be updated and made available.

FIGURE 83-C-23

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983
READING - GRADE 6



Data values for this figure are found in Table 83-C-26.

FIGURE 83-C-24

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983
MATHEMATICS - GRADE 6

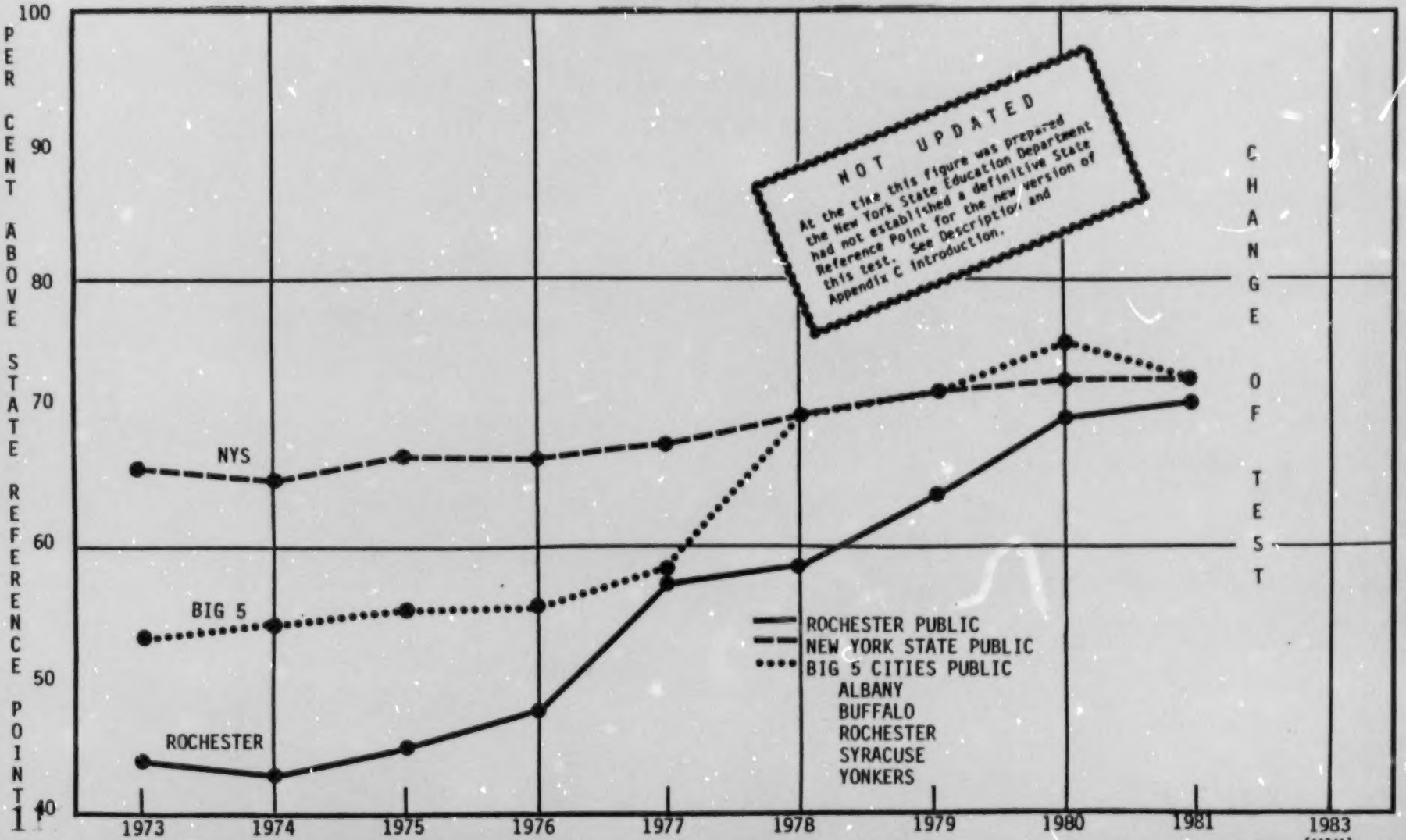
This figure shows the performance of District pupils on the New York State PEP Test in mathematics at grade 6 from 1973 through 1983. District students' performance is compared to that of public school students statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point.

The figure indicates improvement in performance among sixth-grade pupils in Rochester, "Big 5," and state public schools. The rate of improved performance of local sixth-grade students exceeds that of either state or "Big 5" cities groups.

This test was changed and moved to spring administration in the 1982-83 school year. At the time this figure was prepared, the State had not established a definitive state reference point for the new version of this test. When the reference point is established and reference group information on New York State public schools and the "Big 5" cities' public schools is furnished, this figure will be updated and made available.

FIGURE 83-C-24

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983
MATHEMATICS - GRADE 6



Data values for this figure are found in Table 83-C-26.

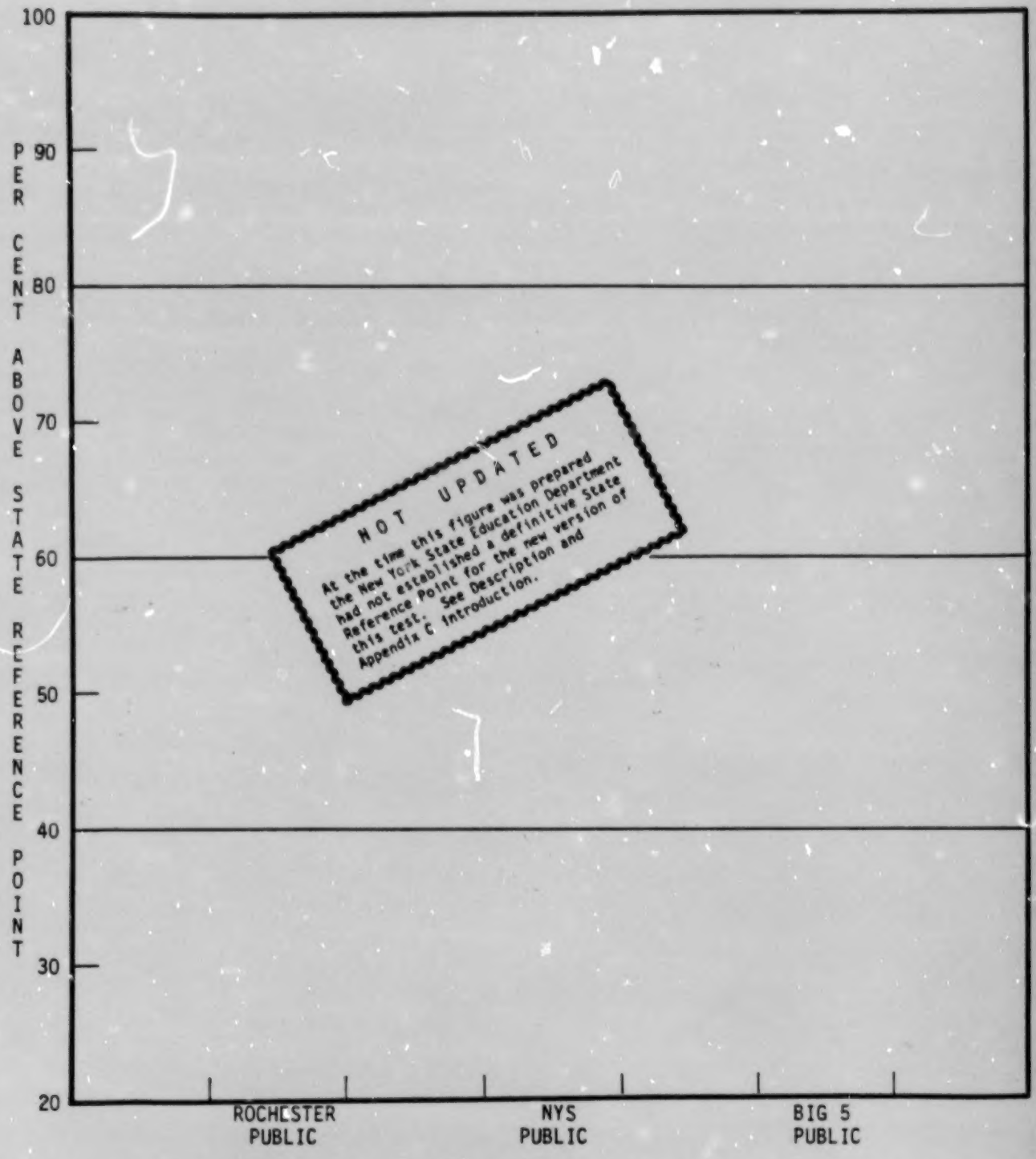
FIGURE 83-C-25

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1983
WRITING - GRADE 5

This figure was prepared to show the performance of District students on the newly established New York State PEP Test in writing at grade 5 for 1983. The test was administered in the spring of the school year 1982-83. District pupils' performance was to be compared to that of public school students statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers).

At the time this figure was prepared, the State had not established a definitive state reference point for the new version of this test. When the reference point is established and reference group information on New York State public schools and the "Big 5" cities is furnished, this figure will be updated and made available.

FIGURE 83-C-25
NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1983
WRITING - GRADE 5



MAY 1983

This test was not offered before May 1983.

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TABLE 83-C-26

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983

This table shows, where possible, the performance of District pupils on the New York State PEP Tests in reading and mathmetics at grades 3 and 6 from 1973 through 1983, and in writing at grade 5 in 1983. District students' performance is compared to that of public school students statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The table shows percentages of pupils scoring above the state reference point.

This table contains the values of the information displayed graphically in Figures 83-C-21 through 83-C-25. The individual descriptions which accompany these figures interpret these values.

At the time this table was prepared, the State had not established a definitive state reference point for the new versions of these tests, except grade 6 reading, and 1983 reference group information had not been furnished for any of these tests. When the reference points have been established and reference group information on New York State public schools and the "Big 5" cities' public schools is furnished, this table will be updated and made available.

TABLE 83-C-26

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1983

SUBJECT AND GRADE	POPU-LATION	TIME OF TESTING										
		F73	F74	F75	F76	F77	F78	F79	F80	F81	S82	S83
READING 3	RCSD	59	65	68	71	78	80	84	89	89	NA	
	NYS	75	77	79	81	83	85	87	87	87	NA	
	BIG 5	65	69	72	72	73	80	82	83	82	NA	DATA
MATHEMATICS 3	RCSD	65	65	68	71	77	79	81	88	86	NA	FROM
	NYS	80	82	84	85	85	87	89	86	88	NA	
	BIG 5	72	74	77	76	78	86	86	89	88	NA	STATE
WRITING 5	RCSD											
	NYS		TEST FIRST ADMINISTERED MAY 1983									NOT
	BIG 5											
READING 6	RCSD	52	51	54	55	61	62	45	57	NA	72	AVAILABLE
	NYS	70	69	70	71	72	75	60	62	NA	70	
	BIG 5	56	56	57	57	59	63	42	48	NA	63	
MATHEMATICS 6	RCSD	44	43	45	48	57	59	64	70	71	NA	
	NYS	66	65	67	67	68	70	72	73	73	NA	
	BIG 5	53	54	55	55	58	70	72	75	73	NA	

These are the values shown in Figures 83-C-21 through 83-C-25.

NOT UPDATED

At the time this table was prepared, the New York State Education Department had not established definitive State Reference Points for the new versions of four of the five tests and/or had not furnished reference group information Statewide or for the Big 5 Cities. See Description and Appendix C introduction.

FIGURE 83-C-27

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
GRADE 8
READING AND WRITING
OCTOBER 1980, 1981, 1982

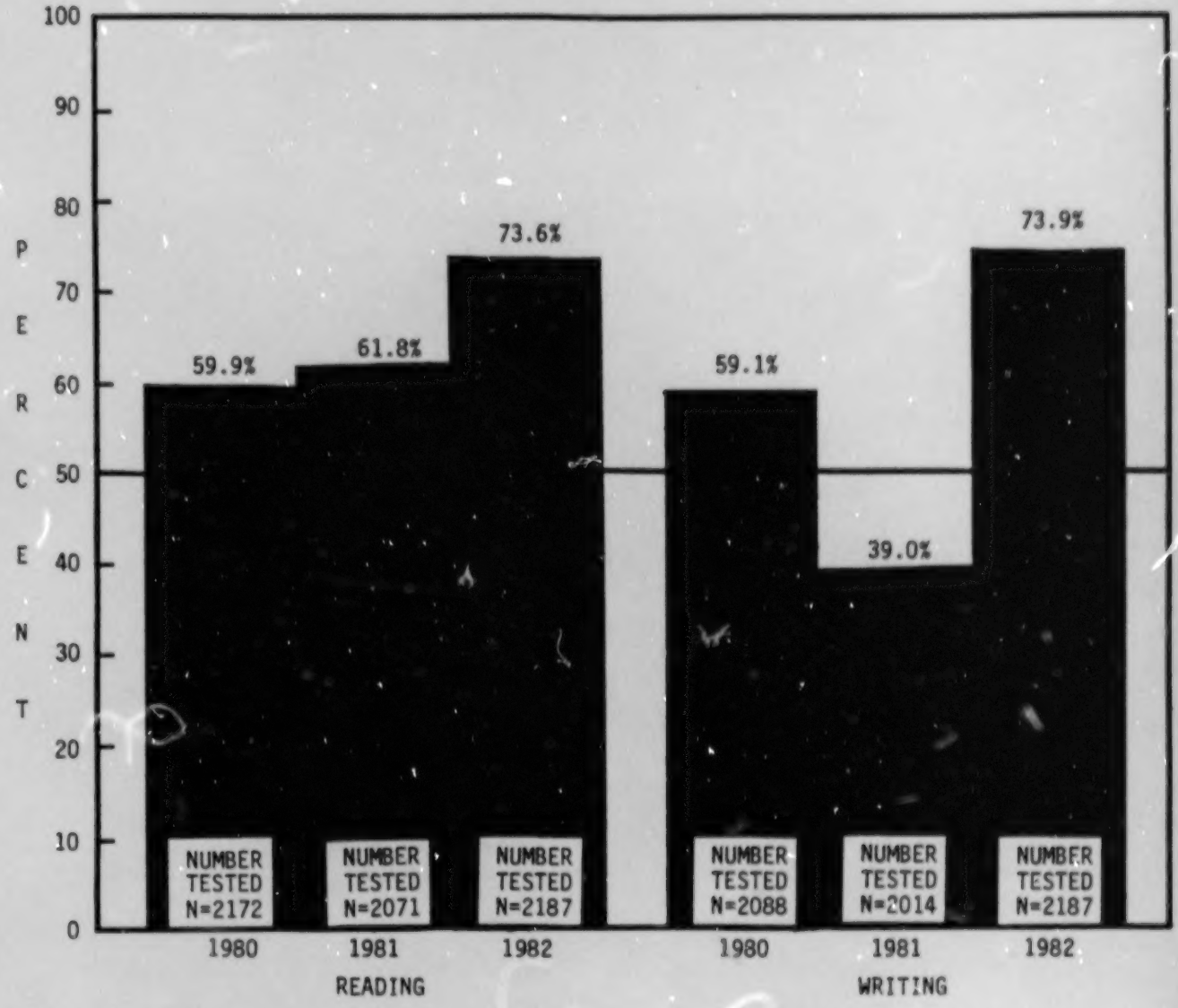
This figure shows, for the fall 1980, 1981 and 1982 Preliminary Competency Tests in reading and writing, the percentage of all non-Special Education grade 8 students taking the tests who scored above the state reference point.

More than 2,000 students were tested in each of these administrations. In reading, the percentage who scored above the state reference point increased from approximately 60 per cent in 1980 and 1981 to nearly 75 per cent in 1982. In writing, the percentage declined from 60 per cent in 1980 to less than 40 per cent in 1981, but increased to nearly 75 per cent in 1982.

The analysis in this figure excludes Special Education students, as well as any student not in grade 8 who was tested. Also excluded are students tested in any make-up tests later than October. After October 1981, Special Education Resource students are not included in this figure. Beginning with October 1982, the test performance of resource students is reflected in Figure 83-C-28.

FIGURE 83-C-27

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
GRADE 8
READING AND WRITING
OCTOBER 1980, 1981, 1982



Excludes Special Education students.

FIGURE 83-C-28

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
SPECIAL EDUCATION - ANY GRADE
READING AND WRITING
OCTOBER 1980, 1981, 1982

This figure shows, for the fall 1980, 1981 and 1982 Preliminary Competency Tests in reading and writing, the percentage of Special Education students taking the tests (in all grades, including NG) who scored above the state reference point. Educable Mentally Retarded (EMR) and Trainable Mentally Retarded (TMR) students do not take the tests; these are the only categories exempted.

In October 1980, the number tested in each subject was approximately 160. In October 1981 and 1982, the number tested in each subject ranged from 279 to 359. The percentage of students tested who scored above the reference point in reading increased over the three years from 13 to 23 per cent. In writing the percentage declined between 1980 and 1981 (from approximately 15% to less than 2%), but increased to 18 per cent in 1982.

The analysis in this figure excludes students tested in any make-up tests later than October. Because of State Education Department guidelines, substantially more of the Special Education population was tested in October 1981 than in October 1980. In addition, the District's definition of Special Education for test-reporting purposes was changed between October 1981 and October 1982 to include Resource students.

FIGURE 83-C-28

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
SPECIAL EDUCATION - ANY GRADE
READING AND WRITING
OCTOBER 1980, 1981, 1982

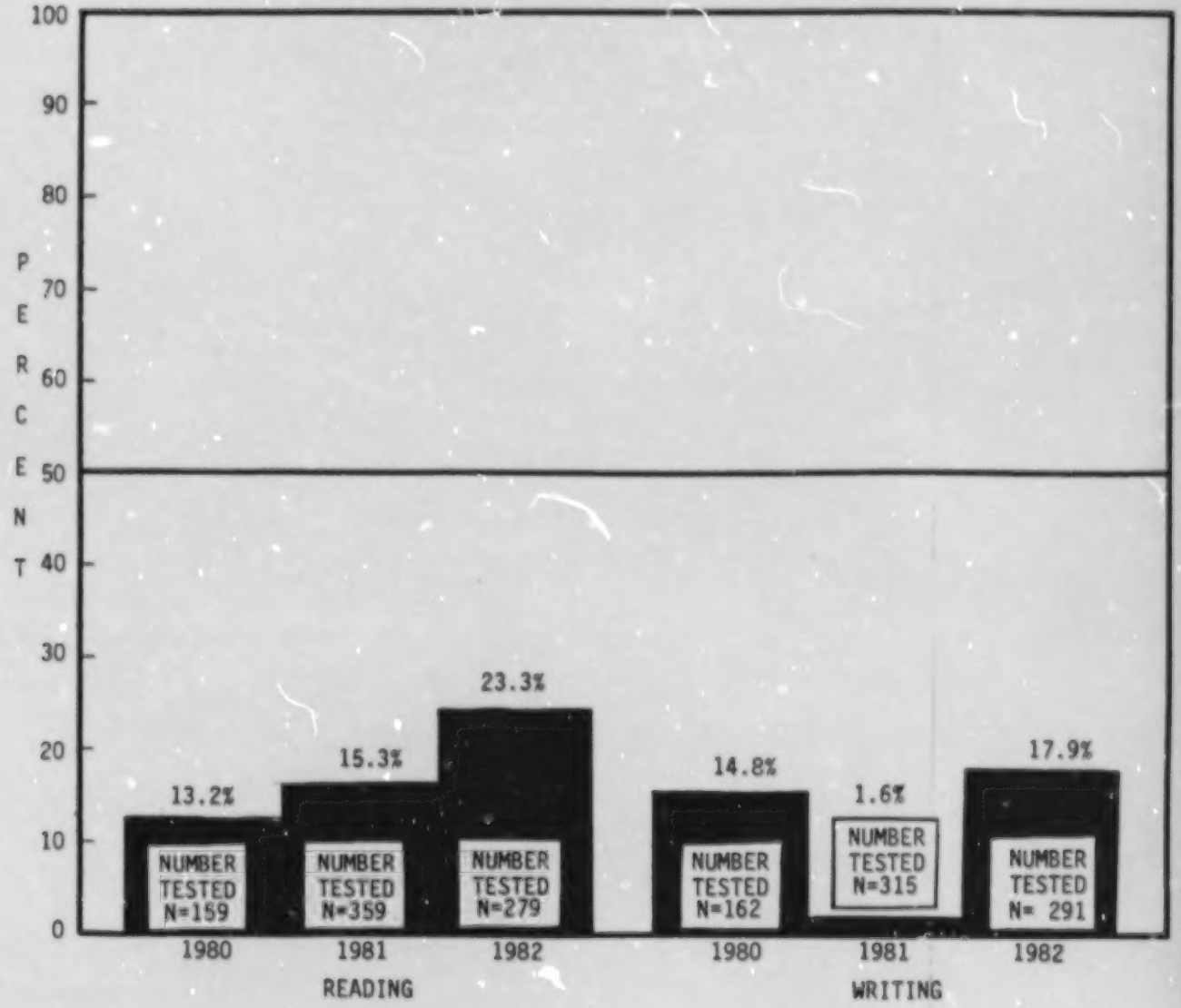


FIGURE 83-C-29

PERCENTAGE OF SENIORS
MEETING REGENTS COMPETENCY REQUIREMENTS
FOR GRADUATION
1980 THROUGH 1983

This figure shows the percentages of potential graduates who met graduation requirements under the Regents Competency plan. Students meeting these requirements passed the Regents Competency Tests, passed a Regents examination in the relevant subject, or obtained a satisfactory score on either the Scholastic Aptitude Test or American College Testing program.

Data for 1980 and 1981 includes a number of students who, under State graduation requirements, were allowed to substitute passing Basic Competency Tests for passing Regents Competency examinations.

The proportion of students meeting Regents Competency requirements declined in 1983.

FIGURE 83-C-29

PERCENTAGE OF SENIORS
MEETING REGENTS COMPETENCY REQUIREMENTS
FOR GRADUATION
1980 THROUGH 1983

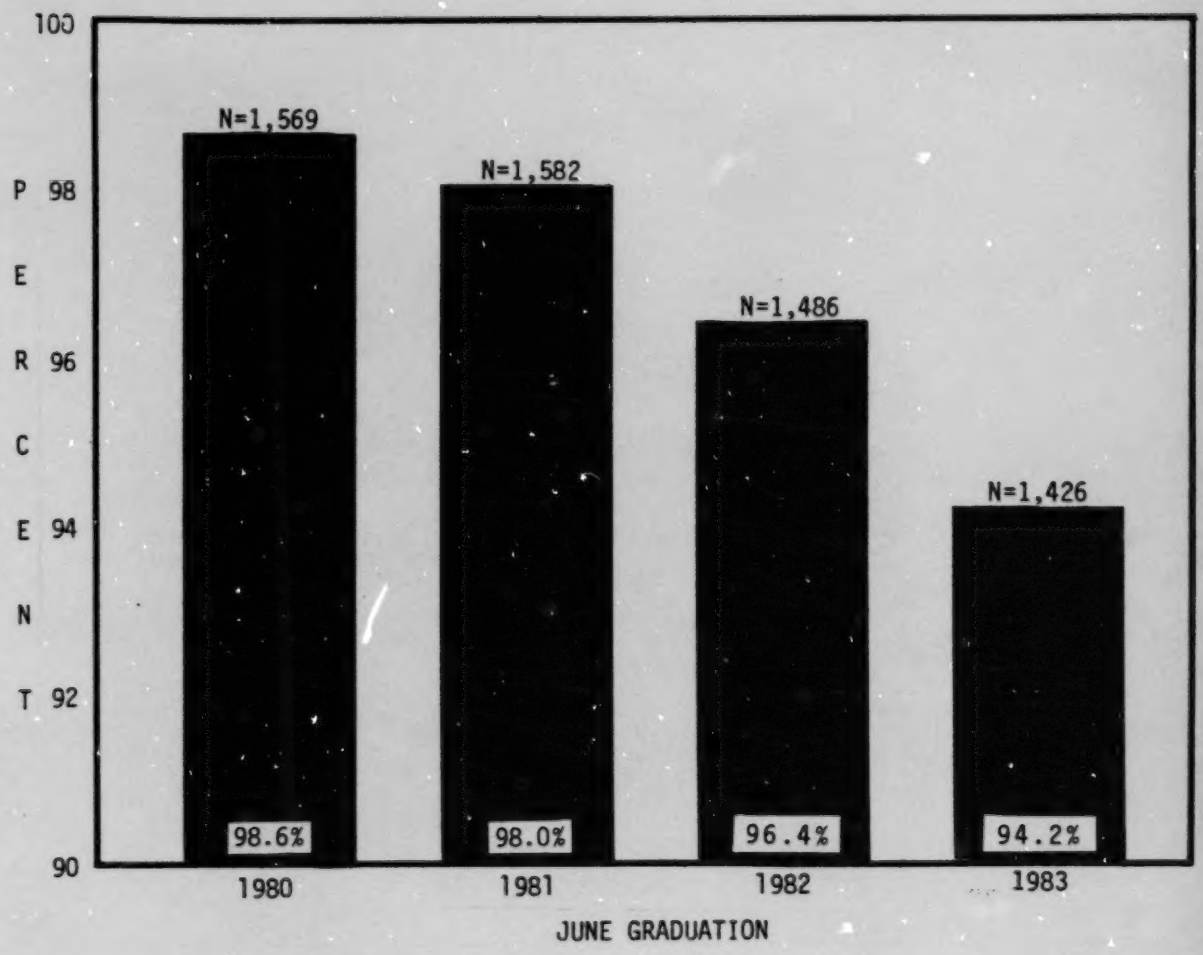


TABLE 83-C-30

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1983

This figure shows the numbers and percentages of District students who were administered the Regents Competency Tests and who passed or failed them in each of the basic subjects. Students have multiple opportunities to take and pass the Regents Competency Tests. For this reason, percentages in the June administration for grade 12 are based on a relatively small number of students and include those who previously failed. In all three of the basic skills at grades 11 and 12, a larger number of students are administered the test in January than in June.

TABLE 83-C-30

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1983

		JANUARY ADMINISTRATION				JUNE ADMINISTRATION			
		NUMBER WRITTEN	NUMBER PASSED	PERCENT PASSED	NUMBER FAILED	NUMBER WRITTEN	NUMBER PASSED	PERCENT PASSED	NUMBER FAILED
READING	GRADE 11	1347	1289	95.7	58	169	139	82.2	30
	GRADE 12	198	184	92.9	14	13	7	53.8	6
	TOTAL	1545	1473	95.3	72	182	146	80.2	36
WRITING	GRADE 11	1375	1205	87.6	170	267	172	64.4	95
	GRADE 12	257	234	91.1	23	42	34	81.0	8
	TOTAL	1632	1439	88.2	193	309	206	66.7	103
MATHEMATICS	GRADE 9	0	NA	NA	NA	213	172	80.8	41
	GRADE 10	31	12	38.7	19	480	414	86.2	66
	GRADE 11	615	370	60.2	245	310	210	67.7	100
	GRADE 12	225	118	52.4	107	122	90	73.8	32
	TOTAL	871	500	57.4	371	1125	886	78.8	239

SECTION D

ATTAINMENT

District profiles of student attainment (as represented in the proportions of students placed in Regents programs, qualifying for Regents diplomas, graduating, receiving Regents scholarships, and taking the Scholastic Aptitude Tests) are presented in this section. As an additional measure of attainment, District students' performance on the Scholastic Aptitude Tests is compared to the performance of students nationally.

Figure 83-D-1 indicates an increase from 1977 to 1981 in the percentage of students placed in non-Regents programs, using ninth-grade Social Studies courses as a measure. This trend was reversed during the past two school years, however, when higher proportions of ninth graders were placed in Regents courses. The most recent data (fall 1983) shows a 4.1 per cent increase in Regents placement, the largest change in proportion of Regents/non-Regents enrollment during the seven-year period in which data was collected. The majority of students, however, continue to be placed in non-Regents programs, and in fall 1983 approximately 3 of every 5 ninth graders were placed in non-Regents Social Studies courses. Table 83-D-2 provides individual school analysis of student placement in Regents and non-Regents classes. In the current year three schools (East, Franklin and Jefferson) show higher proportions of ninth graders in Regents courses.

Table 83-D-3 presents an ethnic distribution of Regents and non-Regents course enrollment in core academic subjects (grades 9-12). More than half the core courses taken by Caucasian students in 1982-83 were Regents courses (52.1%), while fewer than one in four of the courses taken by non-Caucasian students were Regents (24.0%).

Table 83-D-4 compares numbers and percentages of senior high students in Regents and in non-Regents courses (English, Mathematics, Social Studies and Science) receiving failing report card marks. Figure 83-D-5 shows a decrease in the percentage of District seniors graduated, from 92.0 per cent in 1978 to 84.1 per cent in 1983. Table 83-D-6 shows the percentages of graduates receiving local and Regents diplomas from 1978 through 1983. These percentages have changed only slightly, and stood at 21.1 per cent Regents and 78.9 per cent non-Regents in 1983.

Figure 83-D-7 shows the number of Regents scholarships awarded to District students for the six school year period 1977-78 through 1981-82, as well as the proportions which these numbers represent of each school's average enrollment during that time.

Figures 83-D-8 through 83-D-13 present information on the performance of 1983 District graduates on the Scholastic Aptitude Tests (SAT). A smaller proportion of District graduates (25.5%) than of graduates nationally (32%) took the tests, and District performance was lower than national both in Verbal (406 District, 425 national) and in Math (454 District, 468 national), as shown in Figure 83-D-8. Figures 83-D-9 and 83-D-10 compare District and national SAT score distributions of 1983 graduates with the acceptance ranges of 13 selected colleges.

Figures 83-D-11 and 83-D-12 compare the score distributions of graduating District seniors with the score distributions of national graduates on the Verbal and Math portions of the SAT. Figure 83-D-13 shows the relative proportions of minority and nonminority graduates taking the SAT locally and across the nation.

FIGURE 83-D-1

PERCENTAGE OF STUDENTS
PLACED IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
FALL OF YEAR 1977 THROUGH 1983

This figure indicates the proportion of students placed in ninth-grade Regents and non-Regents Social Studies courses for the period 1977 through 1983. School Without Walls and Edison are excluded from this analysis because of anomalies in student placement.

The figure indicates that Regents placement dropped steadily from 40.2 per cent in fall 1977 to 34.8 per cent in fall 1981, remained at 34.9 per cent in fall 1982, and increased to 39.0 per cent in fall 1983. Non-Regents placement increased from 59.8 per cent in fall 1977 to 66.5 per cent in fall 1981, remained at 65.1 per cent in fall 1982, and decreased to 61.0 per cent in fall 1983.

FIGURE 83-D-1

PERCENTAGES OF STUDENTS
PLACED IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
FALL OF YEAR 1977 THROUGH 1983

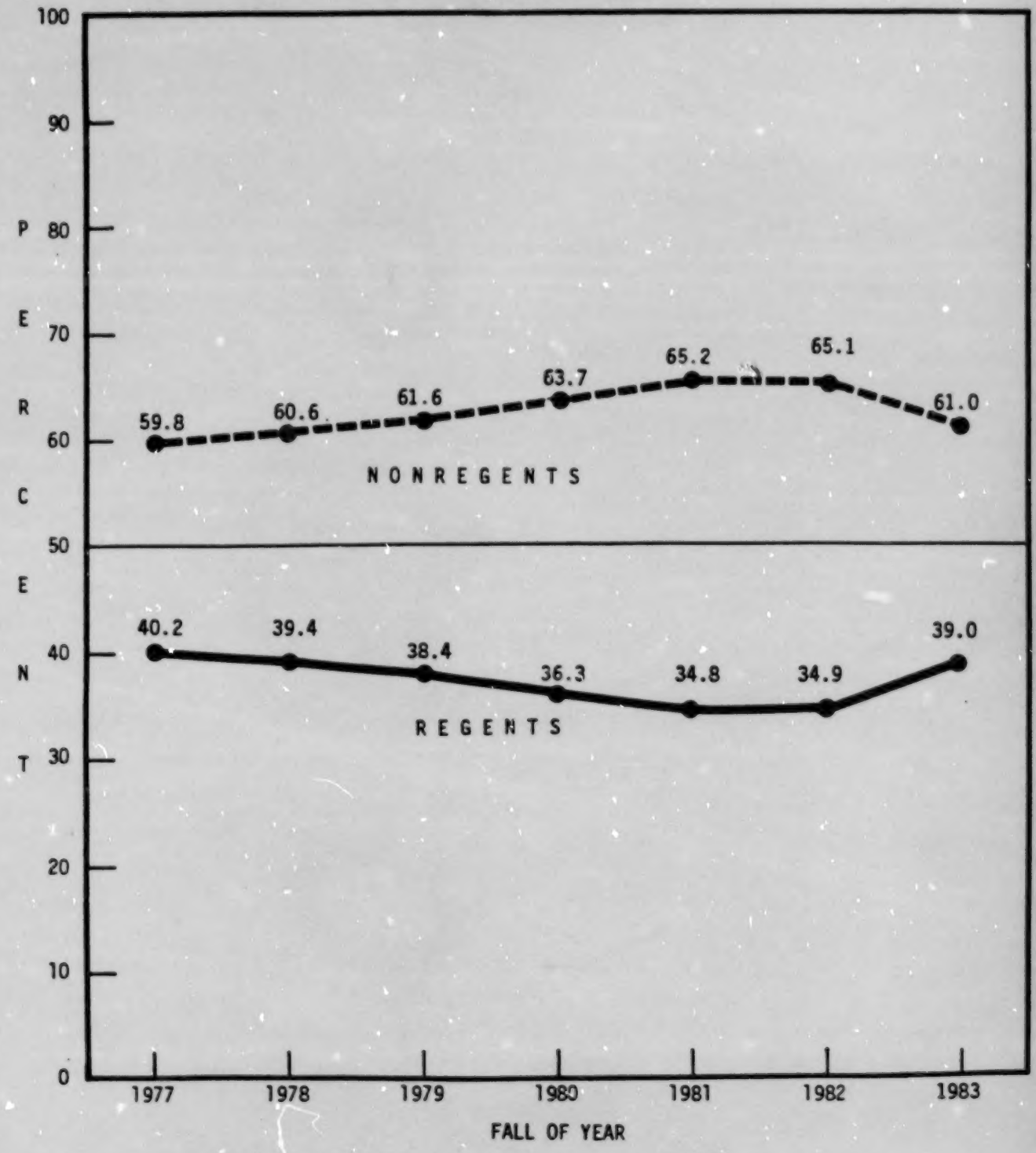


TABLE 83-D-2

NUMBERS AND PERCENTAGES OF STUDENTS
PLACED IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
FALL OF YEAR 1977 THROUGH 1983

This table provides a school-by-school analysis of Regents and non-Regents placement of students in ninth-grade Social Studies courses. Social Studies courses were used because they accurately reflect the Regents/non-Regents distinction. School Without Walls and Edison are not included because of anomalies in student placement.

Comparing fall 1977 to fall 1982, all buildings show a decrease in the percentage of students placed in Regents ninth-grade Social Studies classes except Franklin, which increased from 21.8 per cent to 22.8 per cent. However, in the current school year (fall 1983) three schools (East, Franklin and Jefferson) show an increase in percentage of Regents placements. For the current year, the overall District proportion of students placed in Regents Social Studies courses increased by 4.1 per cent. (See Figure 83-D-1.)

TABLE 83-D-2

NUMBERS AND PERCENTAGES OF STUDENTS PLACED IN REGENTS AND NON-REGENTS NINTH-GRADE SOCIAL STUDIES COURSES FALL OF YEAR 1977 THROUGH 1983

SCHOOL	PLACE-MENT	NUMBER							PERCENT						
		1977	1978	1979	1980	1981	1982	1983	1977	1978	1979	1980	1981	1982	1983
CHARLOTTE	R	139	108	97	74	85	83	48	60.4	42.3	37.8	42.2	37.9	37.4	30.6
	NR	91	147	159	101	139	139	109	39.6	57.7	62.2	57.8	62.1	62.6	69.4
	TOTAL	230	255	256	175	224	222	157							
EAST	R	264	211	263	221	268	230	236	46.6	39.4	47.3	41.2	44.7	45.5	53.5
	NR	302	324	292	315	331	276	205	53.4	60.6	52.7	58.8	55.3	54.5	46.5
	TOTAL	566	535	555	536	599	506	441							
FRANKLIN	R	127	113	173	156	138	115	128	21.8	18.8	30.4	27.4	22.2	22.8	30.8
	NR	456	487	395	412	483	390	287	78.2	81.2	69.6	72.6	77.8	77.2	69.2
	TOTAL	583	600	568	568	621	505	415							
JEFFERSON	R	122	97	84	75	72	54	54	50.0	45.7	38.8	38.4	27.6	23.3	32.0
	NR	122	115	132	120	188	178	115	50.0	54.3	61.2	61.6	72.4	76.7	68.0
	TOTAL	244	212	216	195	260	232	169							
MADISON	R	136	171	115	73	NA	NA	NA	25.5	35.6	27.3	26.5	NA	NA	NA
	NR	397	309	306	202	NA	NA	NA	74.5	64.4	72.7	73.5	NA	NA	NA
	TOTAL	533	480	421	275	NA	NA	NA							
MARSHALL	R	152	212	170	148	147	103	73	48.9	65.4	61.1	54.0	42.8	35.9	29.8
	NR	159	112	108	126	196	184	172	51.1	34.6	38.9	46.0	57.2	64.1	70.2
	TOTAL	311	324	278	274	343	287	245							
MONROE	R	155	153	71	100	102	114	131	59.6	52.5	29.7	32.4	37.0	34.1	34.1
	NR	105	138	168	208	173	220	253	40.4	47.5	70.3	67.6	63.0	65.9	65.9
	TOTAL	260	291	239	308	275	334	384							
WILSON	R	NA	NA	NA	NA	38	78	151	NA	NA	NA	NA	31.7	55.3	51.7
	NR	NA	NA	NA	NA	82	63	141	NA	NA	NA	NA	68.3	44.7	48.3
	TOTAL	NA	NA	NA	NA	120	141	292							
TOTAL OF ABOVE BUILDINGS	R	1095	1065	973	850	850	777	821	40.2	39.4	38.4	36.3	34.8	34.9	39.0
	NR	1632	1632	1560	1484	1592	1450	1282	59.8	60.6	61.6	63.7	65.2	65.1	61.0
	TOTAL	2727	2697	2533	2331	2442	2227	2103							

FIGURE 83-D-3

COURSE ENROLLMENTS IN
CORE ACADEMIC SUBJECTS
GRADES 9-12
1982-83

This figure presents several views of enrollments in the core academic subjects (English. Mathematics, Social Studies, Science) at grades 9-12. Only those courses which were judged to be either Regents or non-Regents are included in the analysis.

The first view shows the numbers and percentages of these course enrollments which are Regents, and the numbers and percentages which are non-Regents. The second view shows enrollment of Caucasian and non-Caucasian students (numbers and percentages) in these courses. The third view combines the information contained in the first two views.

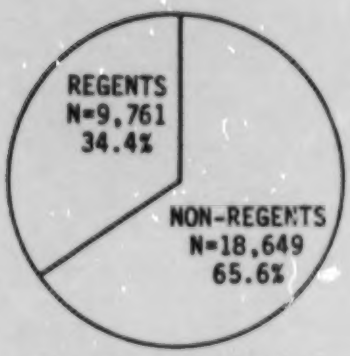
Of the 28,410 enrollments in these subjects, 9,761 (34.4%) are enrollments in Regents courses and 18,649 (65.6%) are enrollments in non-Regents.

Of these same 28,410 enrollments, 10,511 (37.0%) represent Caucasian students and 17,899 (63.0%) represent non-Caucasian students.

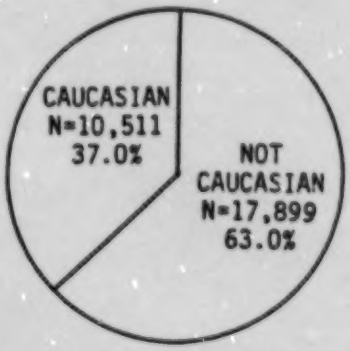
More than half the core courses taken by these Caucasian students are Regents courses (52.1%), while fewer than one in four of the courses taken by the non-Caucasian students are Regents (24.0%).

FIGURE 83-D-3

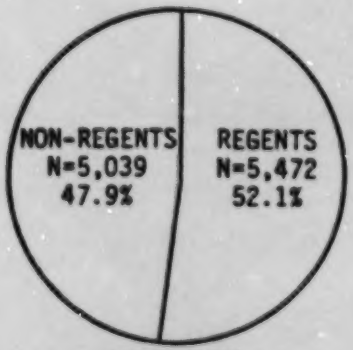
COURSE ENROLLMENTS IN
CORE ACADEMIC SUBJECTS
GRADES 9-12
1982-83



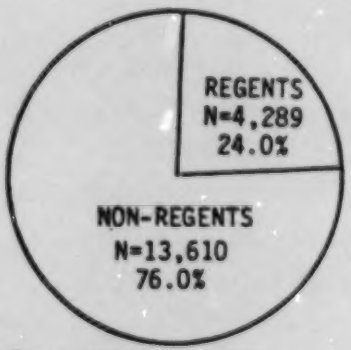
REGENTS / NON-REGENTS



ETHNIC



CAUCASIAN



NOT CAUCASIAN

TABLE 83-D-4

REPORT CARD FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1983

This table shows an analysis of final report card marks in June 1983 for grades 9 through 12 English, Mathematics, Social Studies, and Science. The analysis also incorporates Regents and non-Regents placement distinction for each subject at each grade level. The number of students receiving final failing marks and the percentage which this represents of all marks is also provided.

With the exception of Social Studies at grade 11, the proportion of students in non-Regents classes receiving failing final marks exceeds that of students in Regents classes. This uneven distribution of failing marks is most evident in English and Mathematics, where non-Regents students' failure rates are approximately double those of Regents students. The highest percentages of failures in all subjects, both Regents and non-Regents, are found for the most part at grade 9.

In grade 9 the percentages of Regents and non-Regents failures are 18.2 and 34.8 respectively in English, 22.5 and 41.7 in Mathematics, 20.7 and 31.7 in Social Studies, and 16.6 and 30.5 in Science.

TABLE 83-D-4

REPORT CARD FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1983

	GRADE															
	9				10				11				12			
	REGENTS		NON-REGENTS		REGENTS		NON-REGENTS		REGENTS		NON-REGENTS		REGENTS		NON-REGENTS	
SUBJECT	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.
ENGLISH	174	18.2	533	34.8	82	9.9	241	21.3	79	11.2	205	19.9	23	5.8	78	11.5
MATHE-MATICS	162	22.5	561	41.7	84	18.6	203	24.4	41	14.9	117	34.9	NA	NA	NA	NA
SOCIAL STUDIES	183	20.7	530	31.7	187	24.7	440	30.3	100	20.1	200	16.7	NA	NA	NA	NA
SCIENCE	138	16.6	373	30.5	80	15.4	244	21.6	67	18.3	118	19.8	12	9.6	36	26.1

Honors courses in English and Social Studies are counted with Regents, while Basic Skills courses are counted with non-Regents. Electives, including Advanced Placement, and remedial courses are excluded.

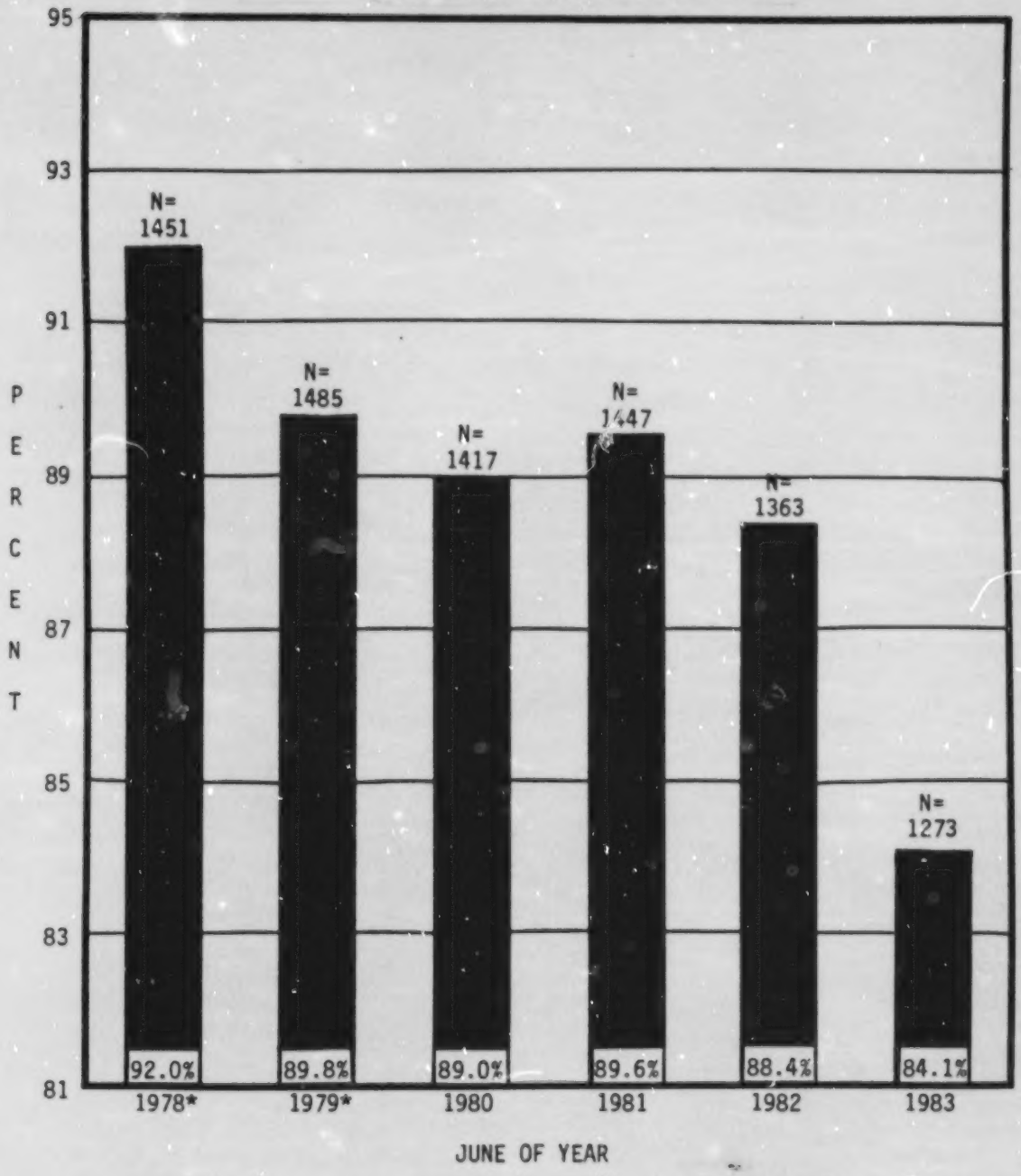
FIGURE 83-D-5

PERCENTAGES OF
SENIORS GRADUATED
JUNE 1978 THROUGH JUNE 1983

This figure shows the percentages of seniors (diploma candidates) who graduated from June 1978 through June 1983. These percentages are based on all regular schools and alternative programs awarding diplomas. The percentage of seniors graduated was 92.0 in June 1978, 88.4 in June 1982, and 84.1 in June 1983. The actual number of graduates is shown at the top of each bar.

FIGURE 83-D-5

PERCENTAGES OF
SENIORS GRADUATED
JUNE 1978 THROUGH JUNE 1983



Source of data: For years 1980 and after, data is based on the High School Graduation Report sent to the State Education Department. For 1978 and 1979, data is based on reports prepared by the Director of Guidance.

FIGURE 83-D-6

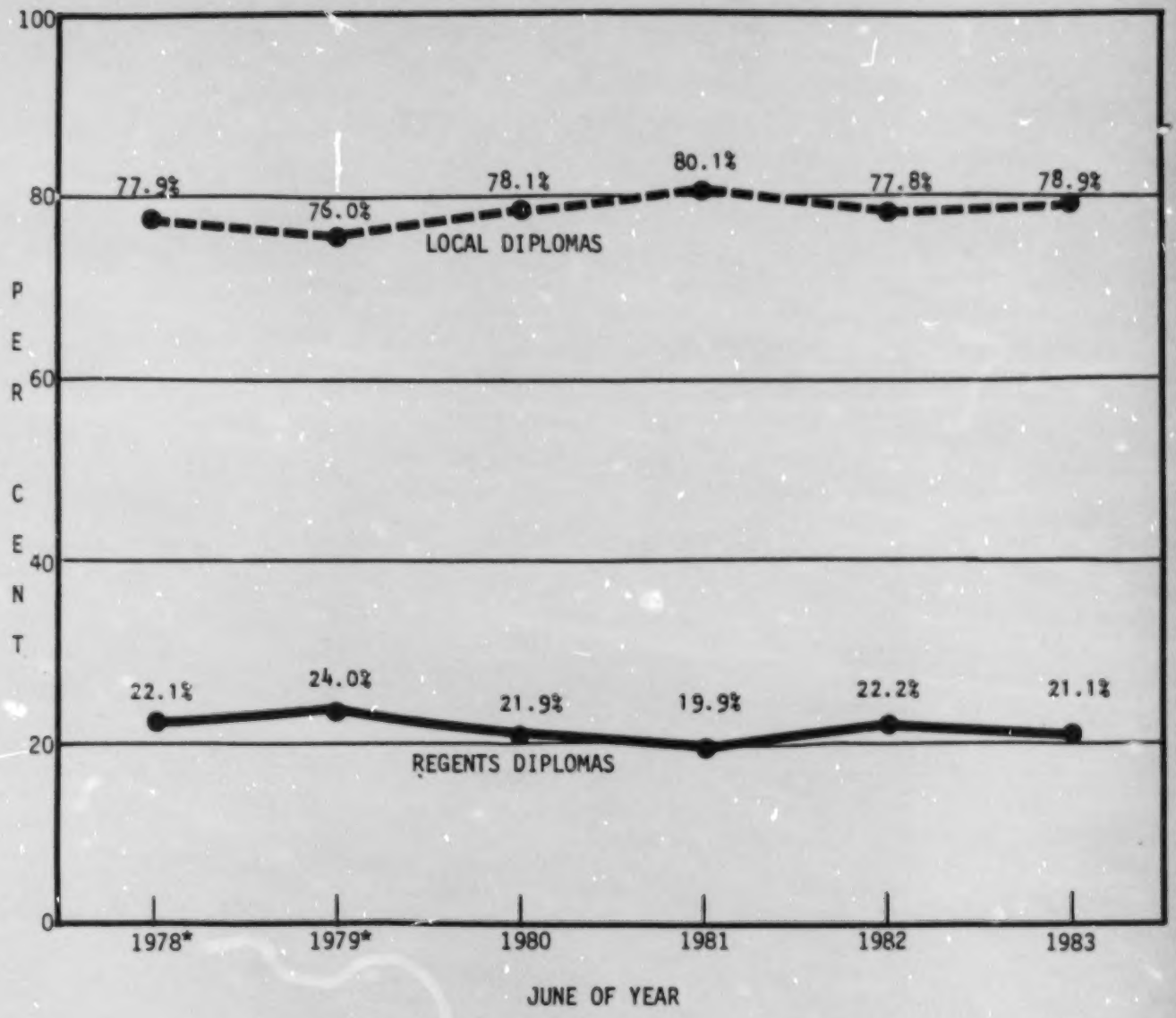
PERCENTAGES OF GRADUATES
RECEIVING REGENTS AND LOCAL DIPLOMAS
JUNE 1978 THROUGH JUNE 1983

This figure shows the percentages of graduates who received Regents diplomas and local diplomas from 1978 through 1983.

The percentage of graduates receiving Regents diplomas was 22.1 in 1978, 22.2 in 1982, and 21.1 in 1983.

FIGURE 83-D-6

PERCENTAGES OF GRADUATES
RECEIVING REGENTS AND LOCAL DIPLOMAS
JUNE 1978 THROUGH JUNE 1983



Source of data: For years 1980 and after, data is based on the High School Graduation Report sent to the State Education Department, supplemented for June 1981 by information from East High School. For 1978 and 1979, data is based on reports prepared by the Director of Guidance.

FIGURE 83-D-7

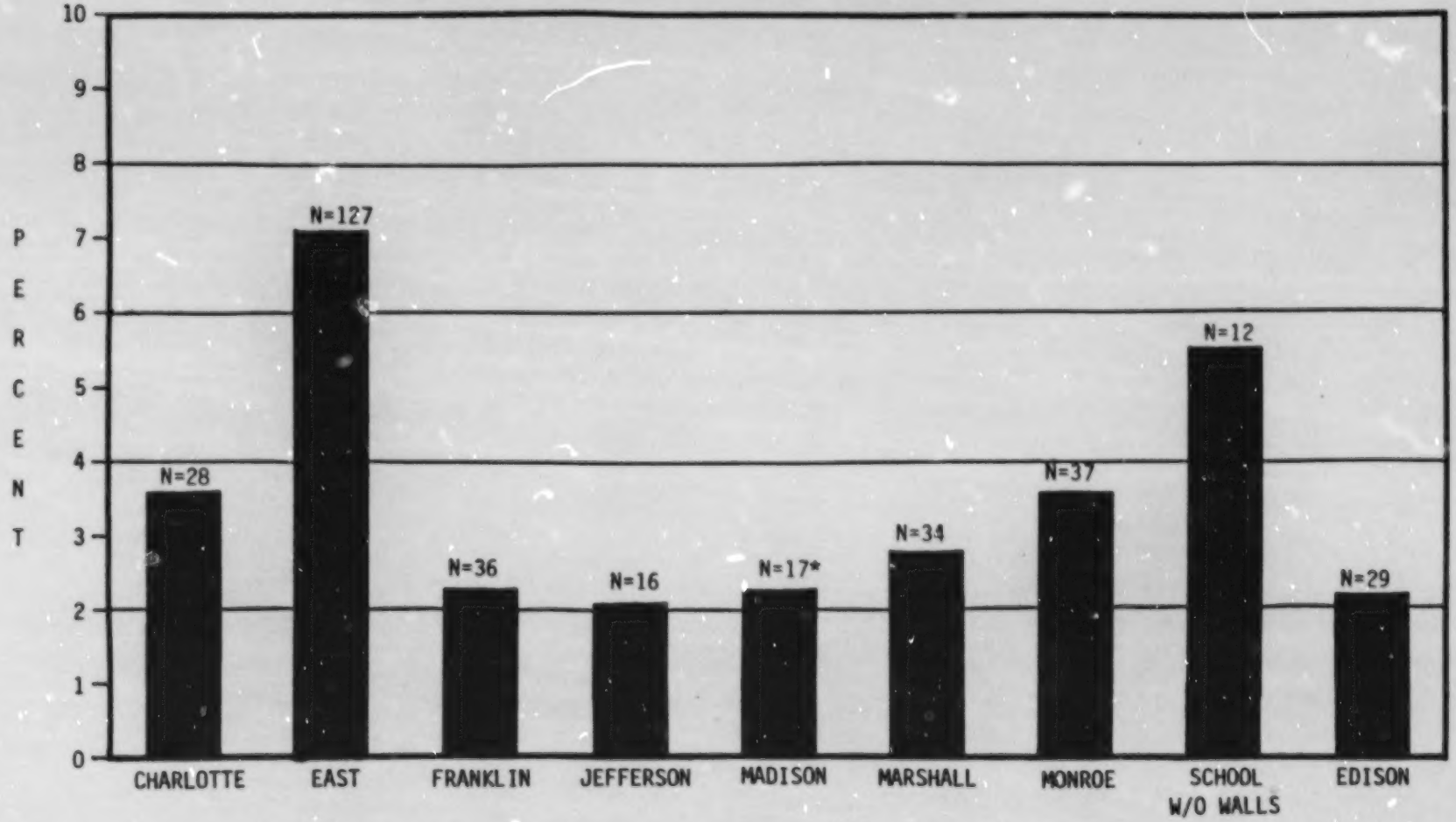
REGENTS SCHOLARSHIPS BY SCHOOL
AS PERCENTAGE OF GRADE 12 OCTOBER ENROLLMENT
SIX-YEAR AVERAGE 1977-78 THROUGH 1982-83

This figure shows a school-by-school analysis of Regents scholarships awarded over a six-year period from 1977-78 through 1982-83. For each school the cumulative number of Regents scholarships is shown, and the percentage which that number represents of the school's total October enrollment for the six school years. Data for Madison (scholarships and enrollment) reflects only four school years since the school was closed in June 1981.

The total number of Regents scholarships awarded during these six school years is 336. Of this total, students at East were awarded 127, the highest percentage of grade 12 enrollment (7.1%) among the nine schools. School Without Walls, which has the lowest enrollment of the nine schools, had the second highest percentage (5.5%) with a total of 12 scholarships.

FIGURE 83-D-7

REGENTS SCHOLARSHIPS BY SCHOOL
AS PERCENTAGE OF GRADE 12 OCTOBER ENROLLMENT
SIX YEAR AVERAGE 1977-78 THROUGH 1982-83



*Madison data reflects four school years only; it closed after 1980-81 school year.

Total Regents Scholarships in District 1977-78 through 1982-83: 336.
Total District percentage Regents Scholarships/October Enrollment 1977-78 through 1982-83: 3.5%

FIGURE 83-D-8

SCHOLASTIC APTITUDE TESTS
NATIONAL/ROCHESTER COMPARISON
PERCENTAGES TAKING AND MEAN SCORES
1982-83

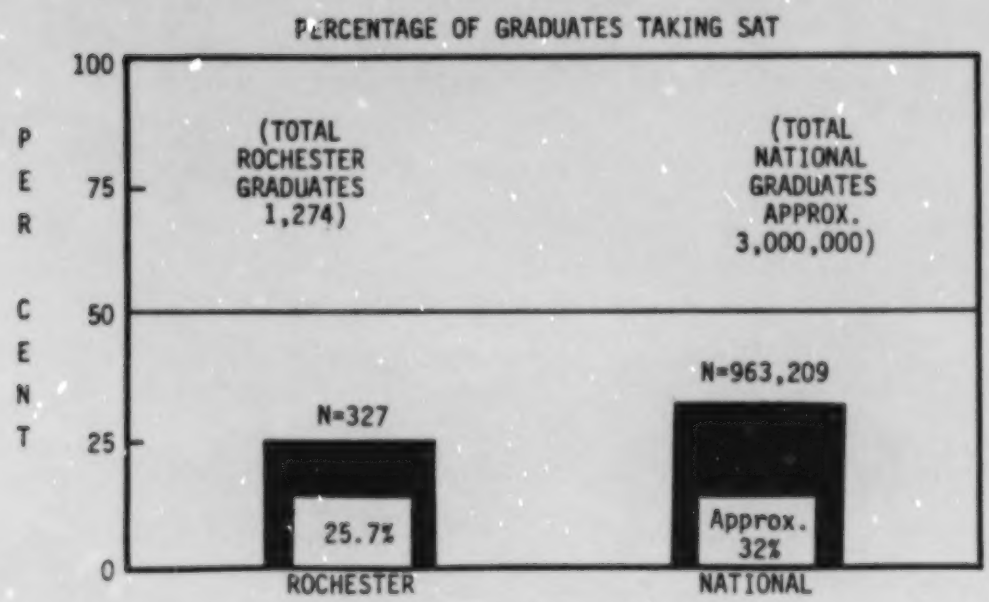
This figure shows two comparisons of City School District graduates and the national graduate population, based on the Scholastic Aptitude Tests administered during the 1982-83 school year. The first compares the percentage of District graduates taking the SAT with the national percentage. The second compares the Verbal and Math mean scores obtained locally and nationally.

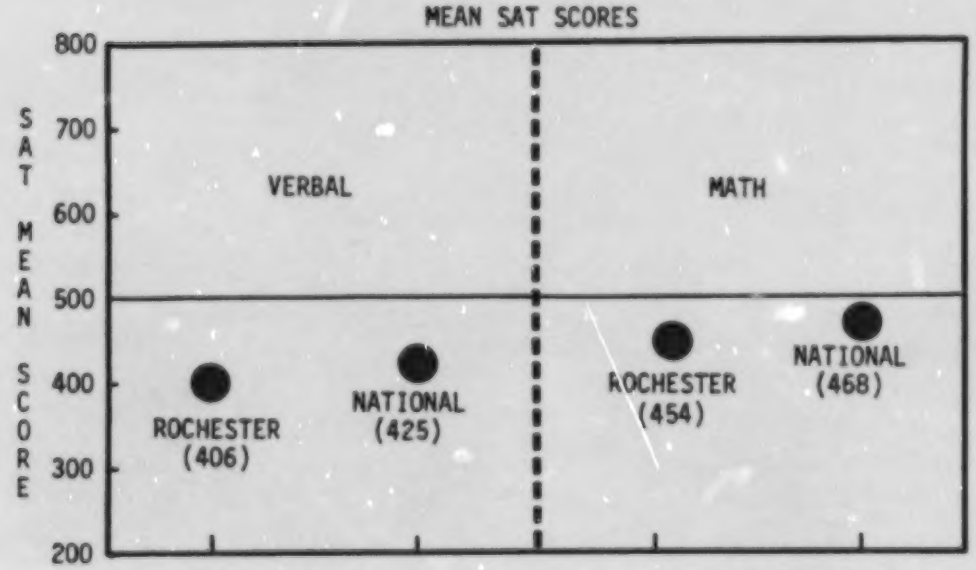
The District graduated 1,274 students during the 1982-83 school year. Of these, 327 (25.7%) took the SAT. During the same school year there were approximately 3 million high school graduates across the nation. Of these, 963,209 (approximately 32.0%) took the SAT.

The mean score of District graduates on the Verbal portion of the 1982-83 SAT was 406, compared to a national graduate mean of 425. The mean score of District graduates on the Math portion was 454, compared to the national mean of 468. District graduates scored on the average 19 points lower than graduates nationally on the Verbal portion, and 14 points lower on the Math.

FIGURE 83-D-8

SCHOLASTIC APTITUDE TESTS
NATIONAL/ROCHESTER COMPARISON
PERCENTAGES TAKING AND MEAN SCORES
1982-83





Data based on College Entrance Examination Board publications.

FIGURE 83-D-9

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL/SELECTED COLLEGES
VERBAL

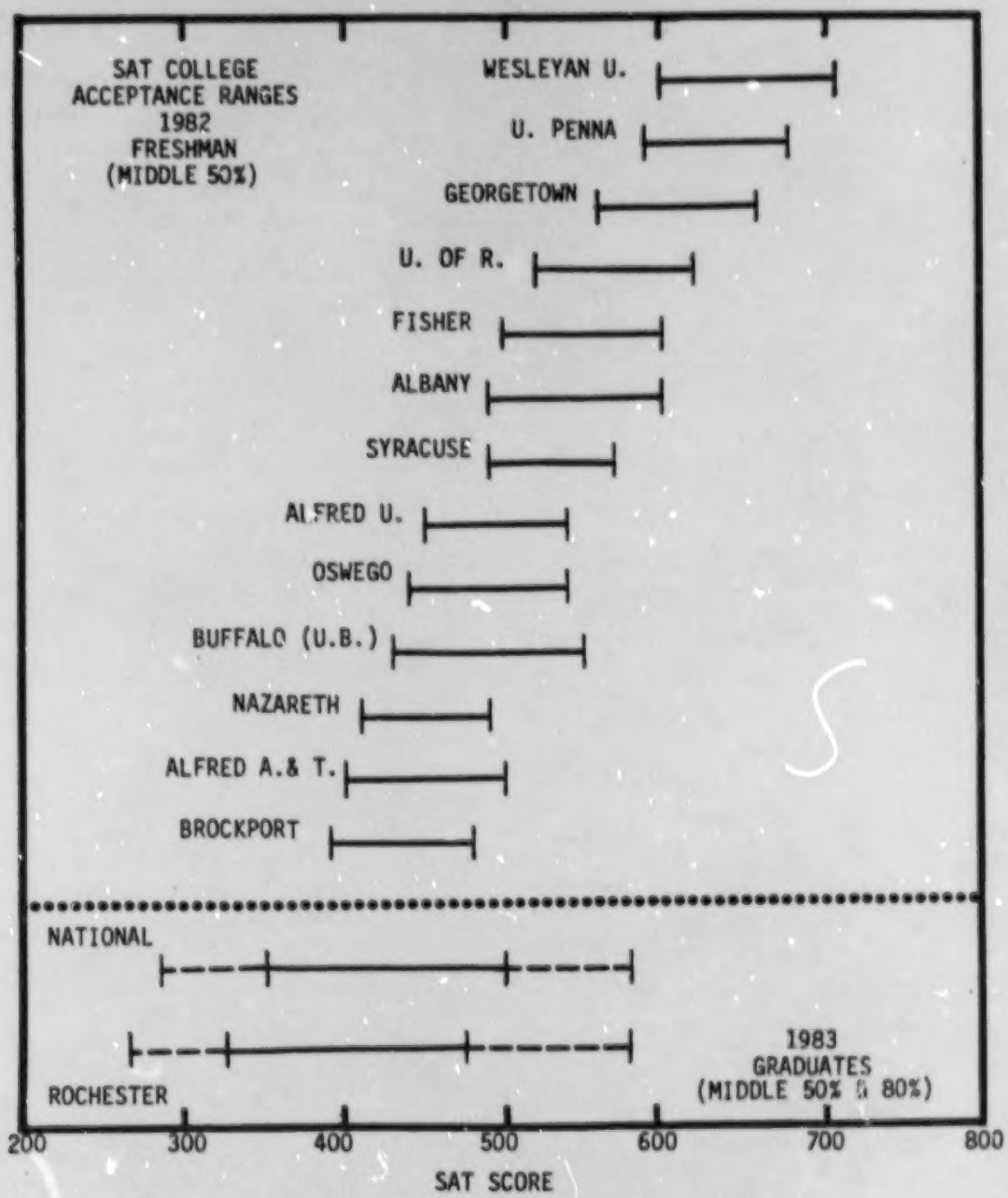
This figure shows two related sets of information based on the Verbal portion of the Scholastic Aptitude Tests recently administered to graduating seniors. The score ranges of the middle 50 per cent (percentiles 25 through 75) and the middle 80 per cent (percentiles 10 through 90) are compared for graduates who took the SAT in District schools and across the nation in 1982-83. Also shown are ranges of scores for the middle 50 per cent of freshman applicants who received acceptances from 13 selected colleges and universities in September 1982. The 13 colleges shown are among the 19 most designated to receive score reports by District graduates who took the SAT.

Data indicates that half of the District SAT takers scored between 324 and 426, compared to a national range of 352 to 498. The ranges for the middle 80 per cent were 266 to 578 for the District, and 287 to 578 nationally.

Ranges of scores for the middle 50 per cent of 1982 college freshmen varied. Lower ranges were reported by colleges such as Brockport (390 to 480) and Nazareth (410 to 490), medium ranges by colleges such as Syracuse (490 to 570), and higher ranges by colleges such as Georgetown (560 to 660) and Wesleyan University (600 to 710).

FIGURE 83-D-9

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL/SELECTED COLLEGES
VERBAL



——— Middle 50 per cent (percentiles 25 through 75).

– – – Middle 80 per cent (percentiles 10 through 90).

Rochester and National ranges are estimated from score interval distributions. Colleges and Universities shown are 13 of the 19 most designated by District SAT takers to receive reports. The other six had either open enrollment (MCC), noncomparable data (RIT, Geneseo, Binghamton), or no data (Cornell, Buffalo State).

FIGURE 83-D-10

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL/SELECTED COLLEGES
MATH

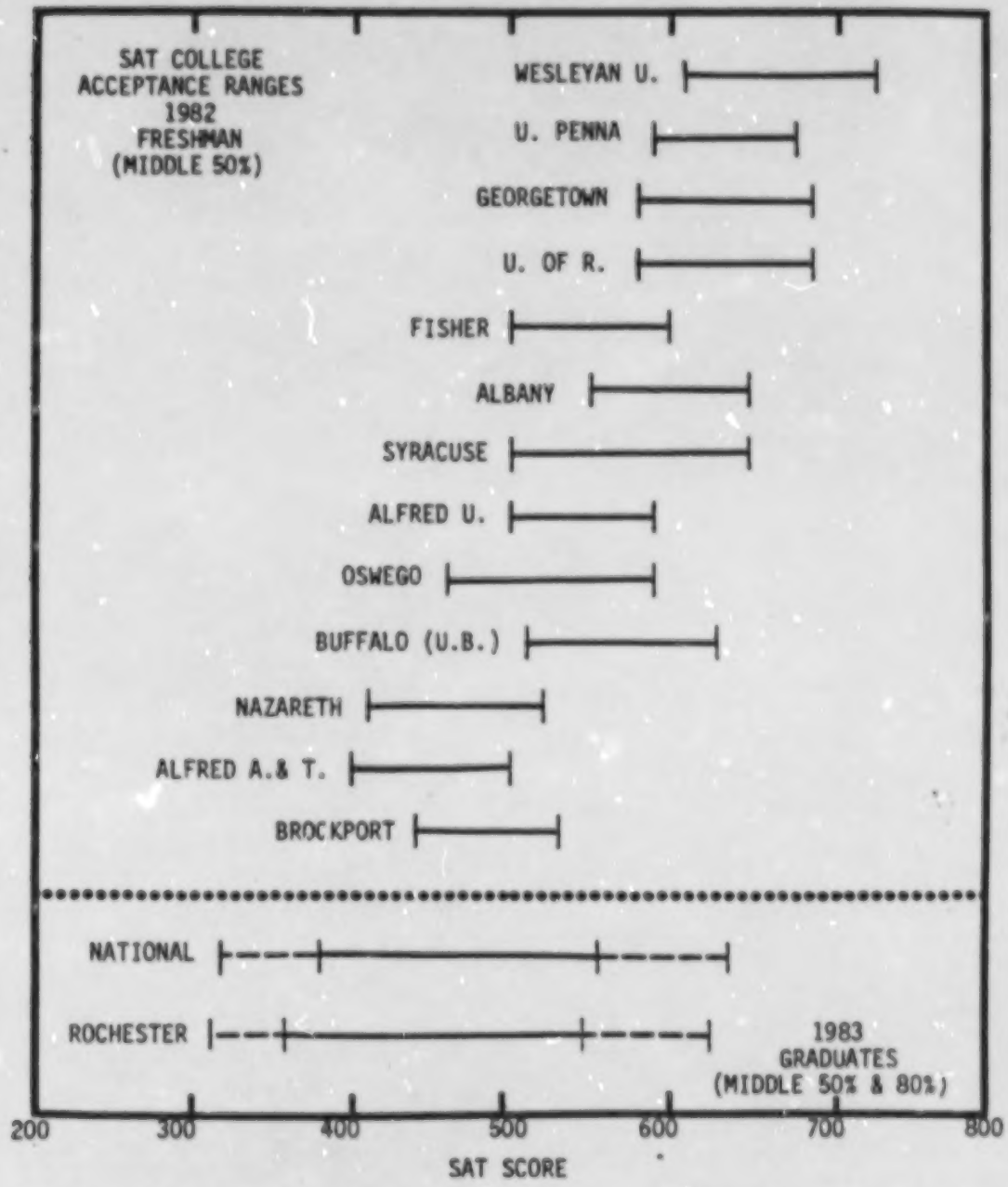
This figure shows two related sets of information based on the Math portion of the Scholastic Aptitude Tests recently administered to graduating seniors. The score ranges of the middle 50 per cent (percentiles 25 through 75) and the middle 80 per cent (percentiles 10 through 90) are compared for graduates who took the SAT in 1982-83 in District schools and across the nation. Also shown are ranges of scores for the middle 50 per cent of freshman applicants who received acceptances from 13 selected colleges and universities in September 1982. The 13 colleges shown are among the 19 most designated to receive score reports by District graduates who took the SAT.

Data indicates that half of the District SAT takers scored between 359 and 546, compared to a national range of 380 to 555. The ranges for the middle 80 per cent were 311 to 626 for the District, and 318 to 636 nationally.

Ranges of scores for the middle 50 per cent of 1982 college freshmen varied. Lower ranges were reported by colleges such as Alfred Agricultural and Technical (400 to 500) and Nazareth (410 to 520), medium ranges by colleges such as St. John Fisher (500 to 600), and higher ranges by colleges such as the University of Rochester (580 to 690) and Wesleyan University (610 to 730).

FIGURE 83-D-10

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL/SELECTED COLLEGES
MATH



——— Middle 50 per cent (percentiles 25 through 75).
– – – Middle 80 per cent (percentiles 10 through 90).

Rochester and National ranges are estimated from score interval distributions. Colleges and Universities shown are 13 of the 19 most designated by District SAT takers to receive reports. The other six had either open enrollment (MCC), noncomparable data (RIT, Geneseo, Binghamton), or no data (Cornell, Buffalo State).

FIGURE 83-D-11

SCHOLASTIC APTITUDE TESTS
NATIONAL/ROCHESTER COMPARISON
1982-83
VERBAL

This figure compares the score distribution of District graduating seniors with the score distribution of graduates across the country for the Verbal portion of the 1982-83 Scholastic Aptitude Tests (SAT). Scores are grouped in ranges of 50 along the horizontal axis. The figure depicts the percentages of students in City Schools and nationally who scored within each range.

Higher percentages of District students than of students nationally scored in the lower ranges (up to and including 400-449). In the higher ranges, with the exception of 700-749, lower percentages of District graduates than of the nation's graduates are represented. The interval in which the largest percentage of scores is found is the same for the District and the nation (400-449).

FIGURE 83-D-11

SCHOLASTIC APTITUDE TESTS
NATIONAL/ROCHESTER COMPARISON
1982-83
VERBAL

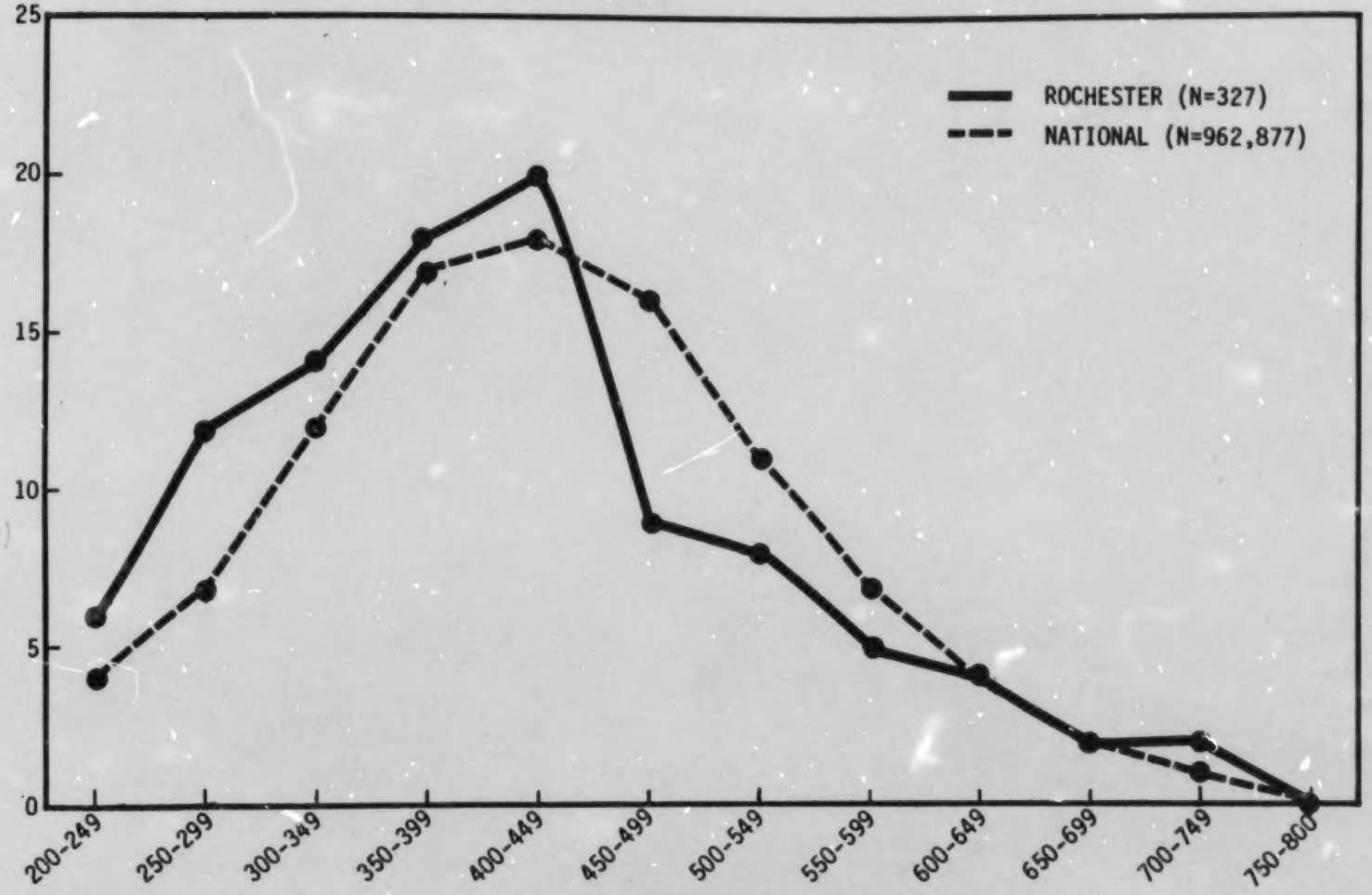


FIGURE 83-D-12

SCHOLASTIC APTITUDE TESTS
NATIONAL/ROCHESTER COMPARISON
1982-83
MATH

This figures compares the score distribution of District graduating seniors with the score distribution of graduates across the country for the Math portion of the 1982-83 Scholastic Aptitude Tests (SAT). Scores are grouped in ranges of 50 across the horizontal axis. The figure depicts the percentages of students in City Schools and nationally who scored within each range.

In three of the five lower ranges, higher percentages of District graduates than of the nation's graduates are represented. In five of the seven higher ranges District percentages are lower than national, although beginning with interval 500-549 District and national percentages correspond closely. The largest percentage of District scores falls in the 300-349 range; equally high percentages of national scores fall in the 400-449 and 450-499 ranges.

FIGURE 83-D-12

SCHOLASTIC APTITUDE TESTS
NATIONAL/ROCHESTER COMPARISON
1982-83
MATH

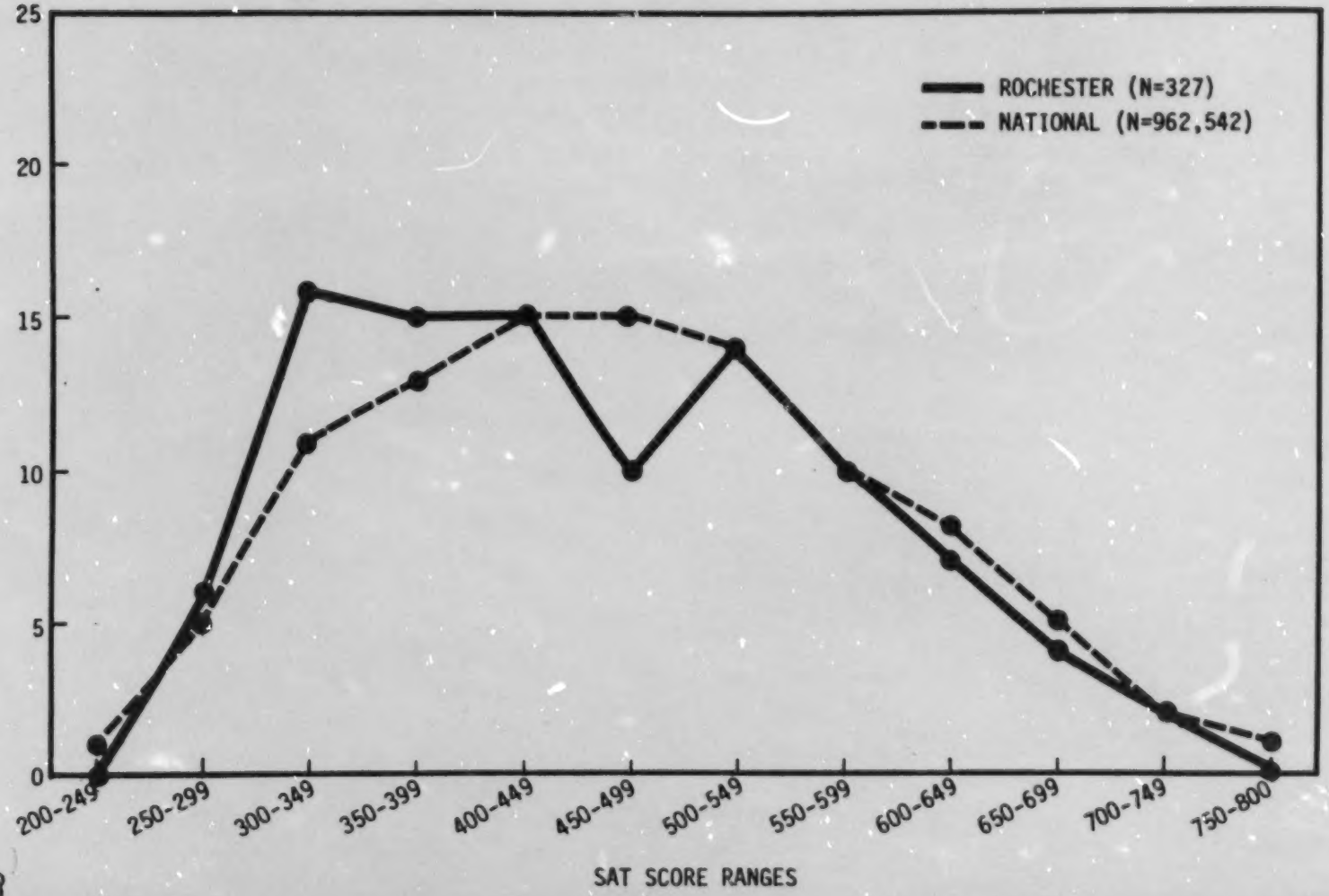


FIGURE 83-D-13

SCHOLASTIC APTITUDE TESTS
NATIONAL/ROCHESTER COMPARISON
ETHNIC DISTRIBUTION

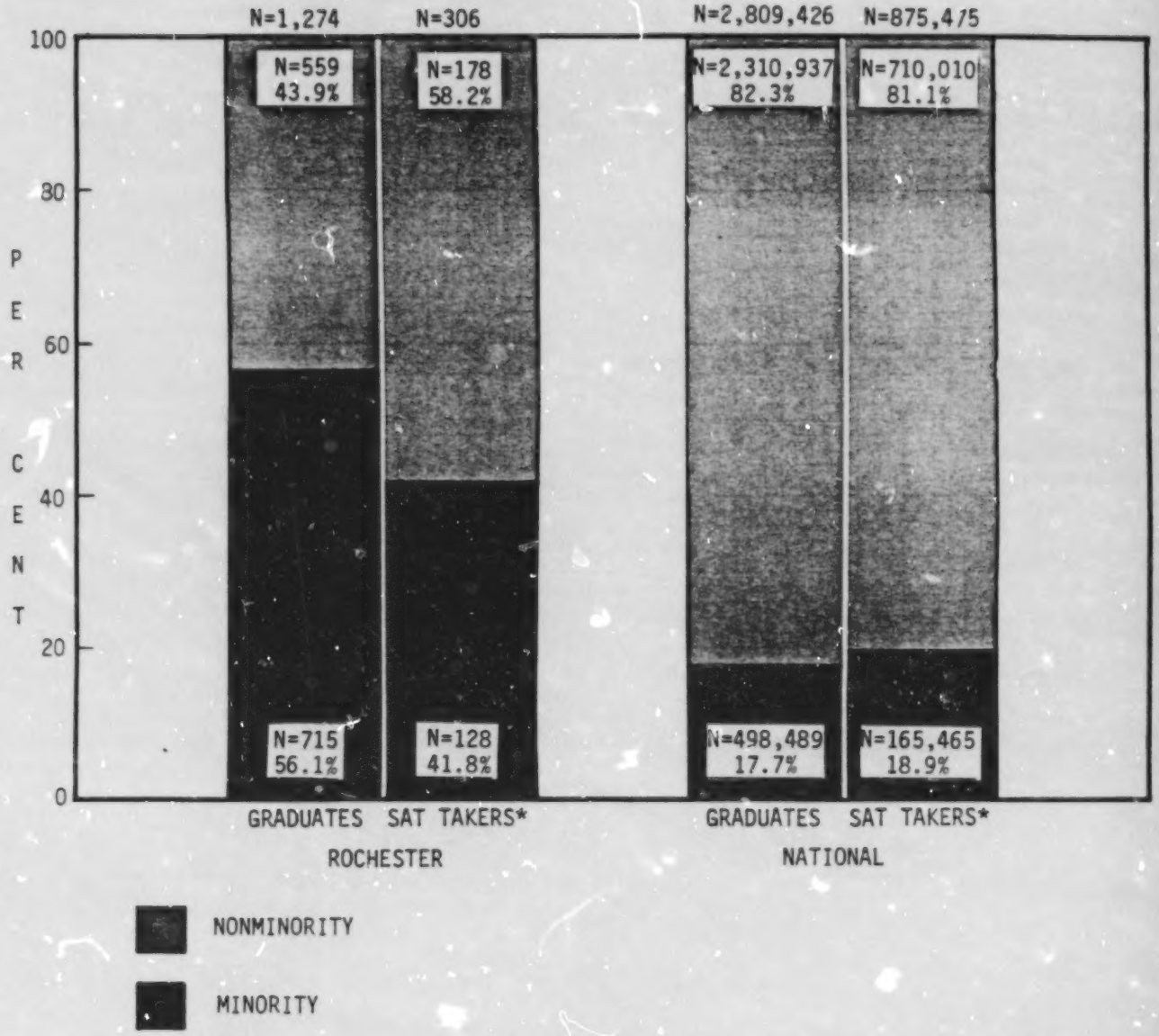
This figure compares the Rochester City School District with public schools nationally in regard to (1) the ethnic distribution of high school graduates, and (2) the ethnic distribution of graduates who took the Scholastic Aptitude Tests (SAT).

Of Rochester's 1,274 graduates, 715 (56.1%) were minority students. Nationally, a lower proportion of graduates (17.7%) were minorities. Of local graduates who took the SAT, 41.8 per cent were minority students. Among the nation's graduates, 18.9 per cent of those who took the SAT were minority students.

All data is from 1982-83, except data describing the nation's graduates which is from 1978-79. While the 1978-79 information is the latest available from the National Center for Education Statistics, the ethnic distribution of graduates may have varied slightly since that time.

FIGURE 83-D-13

SCHOLASTIC APTITUDE TESTS
NATIONAL/ROCHESTER COMPARISON
ETHNIC DISTRIBUTION



*SAT takers (Verbal and/or Math) declaring ethnicity.

All data is for 1982-83 and is based on College Examination Entrance Board publications, except national graduate data, which is for 1978-79 and from National Center for Education Statistics.

TABLE 83-D-14

PERCENTAGES OF GRADE 12 OCTOBER ENROLLMENT
GRADUATED
RECEIVING REGENTS DIPLOMAS
RECEIVING REGENTS SCHOLARSHIPS
1977-78 THROUGH 1982-83

This table shows for the period 1977-78 through 1982-83 the number of 12th-grade students enrolled in each District secondary school in October, the number graduating, the number receiving Regents diplomas, and the number receiving Regents scholarships. These final three factors are also expressed as a percentage of each school's October enrollment. (Some percentages graduated are over 100 because the number of seniors may have increased from October to June through transfer, and because students attending and receiving diplomas through East Evening School are considered graduates from their home school but are not included in its October enrollment).

In 1982-83 Charlotte showed the highest percentage of 12th-grade students graduated (104.8), East and Edison the highest percentage of students receiving Regents diplomas (26.6 and 26.1), and East the highest percentage of students awarded Regents scholarships (8.9). Summary figures indicate that, from 1977-78 to 1982-83, there was an increase in the percentage graduated (85.8 to 90.1) and in the proportion awarded Regents scholarships (3.4 to 4.1). There was little change in the percentage of 12th-grade students awarded Regents scholarships.

TABLE 83-D-14
PERCENTAGES OF GRADE 12 OCTOBER ENROLLMENT GRADUATED RECEIVING REGENTS DIPLOMAS RECEIVING REGENTS SCHOLARSHIPS 1977-78 THROUGH 1982-83

		NUMBER						PERCENT					
		77-78	78-79	79-80	80-81	81-82	82-83	77-78	78-79	79-80	80-81	81-82	82-83
CHARLOTTE	ENROLLED	155	145	111	124	131	104						
	GRADUATED	143	132	119	113	119	109	92.3	91.0	107.2	91.1	90.8	104.8
	RGT. DIP.	54	31	27	13	24	21	34.8	21.4	24.3	10.5	18.3	20.2
	RGT. SCP.	7	5	5	4	4	3	4.5	3.5	4.5	3.2	3.1	2.9
EAST	ENROLLED	301	336	284	258	274	338						
	GRADUATED	253	333	290	261	302	334	84.1	99.1	102.1	101.2	110.2	98.8
	RGT. DIP.	112	132	81	87	80	90	37.2	39.3	28.5	33.7	29.2	26.6
	RGT. SCP.	18	20	19	23	17	30	6.0	6.0	6.7	8.9	6.2	8.9
FRANKLIN	ENROLLED	285	302	281	247	243	208						
	GRADUATED	255	239	254	235	208	176	89.5	79.1	90.4	95.1	85.6	84.6
	RGT. DIP.	19	15	15	12	16	10	6.7	5.0	5.3	4.9	6.6	4.8
	RGT. SCP.	7	6	6	6	6	5	2.5	2.0	2.1	2.4	2.5	2.4
JEFFERSON	ENROLLED	152	132	123	121	132	116						
	GRADUATED	134	116	115	114	113	102	88.2	87.9	93.5	94.2	85.6	87.9
	RGT. DIP.	29	30	33	17	16	8	19.1	22.7	26.8	14.0	12.1	6.9
	RGT. SCP.	3	3	3	3	2	2	2.0	2.3	2.4	2.5	1.5	1.7
MARSHALL	ENROLLED	164	237	213	202	211	199						
	GRADUATED	141	208	181	204	195	170	86.0	87.8	85.0	101.0	92.4	85.4
	RGT. DIP.	44	67	67	72	72	41	26.8	28.3	31.5	35.6	34.1	20.6
	RGT. SCP.	6	3	4	9	7	5	3.7	1.3	1.9	4.5	3.3	2.5
MONROE	ENROLLED	160	175	188	137	195	167						
	GRADUATED	154	130	177	126	165	143	96.2	74.3	94.1	92.0	84.6	85.6
	RGT. DIP.	29	31	42	46	33	31	18.1	17.7	22.3	33.6	16.9	18.6
	RGT. SCP.	4	4	7	9	6	7	2.5	2.3	3.7	6.6	3.1	4.2
MADISON	ENROLLED	239	201	160	155	NA	NA						
	GRADUATED	176	155	127	143	NA	NA	73.6	77.1	79.4	92.3	NA	NA
	RGT. DIP.	8	13	6	3	NA	NA	3.3	6.5	3.8	1.9	NA	NA
	RGT. SCP.	5	5	4	3	NA	NA	2.1	2.5	2.5	1.9	NA	NA
SCHOOL W/O WALLS	ENROLLED	35	38*	39*	43	39	24						
	GRADUATED	27	18	24	25	20	13	77.1	47.4	61.5	58.1	51.3	54.2
	RGT. DIP.	NA	NA	NA	1	2	0	NA	NA	NA	2.3	5.1	0.0
	RGT. SCP.	4	0	2	4	2	0	11.4	0.0	5.1	9.3	5.1	0.0
EDISON	ENROLLED	198	191	214	200	283	257						
	GRADUATED	166	181	186	186	241	226	83.8	94.8	86.9	93.0	85.2	87.9
	RGT. DIP.	25	37	40	34	59	67	12.6	19.4	18.7	17.0	20.8	26.1
	RGT. SCP.	4	4	4	5	6	6	2.0	2.1	1.9	2.5	2.1	2.3
TOTAL OF ABOVE BLDGS.	ENROLLED	1689	1752	1613	1487	1508	1413						
	GRADUATED	1449	1512	1473	1407	1363	1273	85.8	86.3	91.3	94.6	90.4	90.1
	RGT. DIP.	320	356	311	285	320	268	18.9	20.3	19.3	19.2	21.2	19.0
	RGT. SCP.	58	50	54	66	50	58	3.4	2.9	3.3	4.4	3.3	4.1

*Estimated from total school NG population.

Attendance

SECTION E

ATTENDANCE

The figures in this section describe various patterns of student attendance in the District, either on a historical basis or single school year basis. Additionally, Rochester's attendance profiles are compared with those of New York State's "Big 5" cities, which for attendance purposes are considered by the State Education Department to include New York City, Yonkers, Buffalo, Syracuse and Rochester.

Figures 83-E-1 and 83-E-2 show historical and grade-range comparisons of Rochester's attendance and attendance in the other "Big 5" cities. Historically, District rates have been higher than those of New York City and Yonkers, but generally lower than those of Syracuse and Buffalo. In 1981-82, the last year for which complete data is available from the State Education Department, Rochester exceeded all other "Big 5" cities in attendance at grades 4 through 6, and all but Syracuse at K through 3. At grades 7 through 9, however, District attendance exceeded only that of New York City. At grades 10 through 12, only Buffalo showed higher attendance than Rochester.

Figure 83-E-3 combines the historical and grade-range perspectives of Rochester's attendance in a single graph. District attendance improved from 1981-82 to 1982-83 at every grade range, after having shown mixed patterns in previous years. Figure 83-E-4 shows patterns of excessive absenteeism, which increased from 1980-81 to 1981-82 but then declined in 1982-83.

Figure 83-E-5 compares grades 8 and 9 attendance rates for magnet and nonmagnet schools or components. In general, attendance is higher in magnet than in nonmagnet programs.

Reports of attendance by school and by attendance period are published every five weeks during the school year by the Department of Student Data, Testing and Records.

FIGURE 83-E-1

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
SELECTED SCHOOL YEARS 1971-72 TO 1982-83

This figure shows student attendance rates for the "Big 5" cities in New York State, considered for attendance purposes to be New York City, Yonkers, Buffalo, Syracuse and Rochester. A historical perspective is shown, including school years 1971-72, 1974-75, 1979-80, 1980-81 and 1981-82 for all five cities. For Rochester only, data was available for 1982-83. The attendance rates are for all students, elementary and secondary, whether in regular or alternative programs.

Syracuse, Buffalo and Rochester have the highest attendance rates respectively. Syracuse's attendance is consistently above 90 per cent; Buffalo's was above 90 per cent in 1971-72 and 1974-75, while Rochester attained 90 per cent attendance only in 1979-80 among the years shown. From 1971-72 to 1979-80, Rochester demonstrated the greatest rate of improvement of any of the five cities, increasing attendance more than two full percentage points.

In 1980-81 Rochester's attendance showed a noticeable decrease relative to the other "Big 5" cities. This decline continued in 1981-82. During the same period, three of the four other cities showed increased or stable attendance rates. In 1982-83 Rochester's downward trend was reversed and attendance exceeded the rates of the previous two years, as well as the rates of the early and late 1970's.

FIGURE 83-E-1

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
SELECTED SCHOOL YEARS 1971-72 TO 1982-83

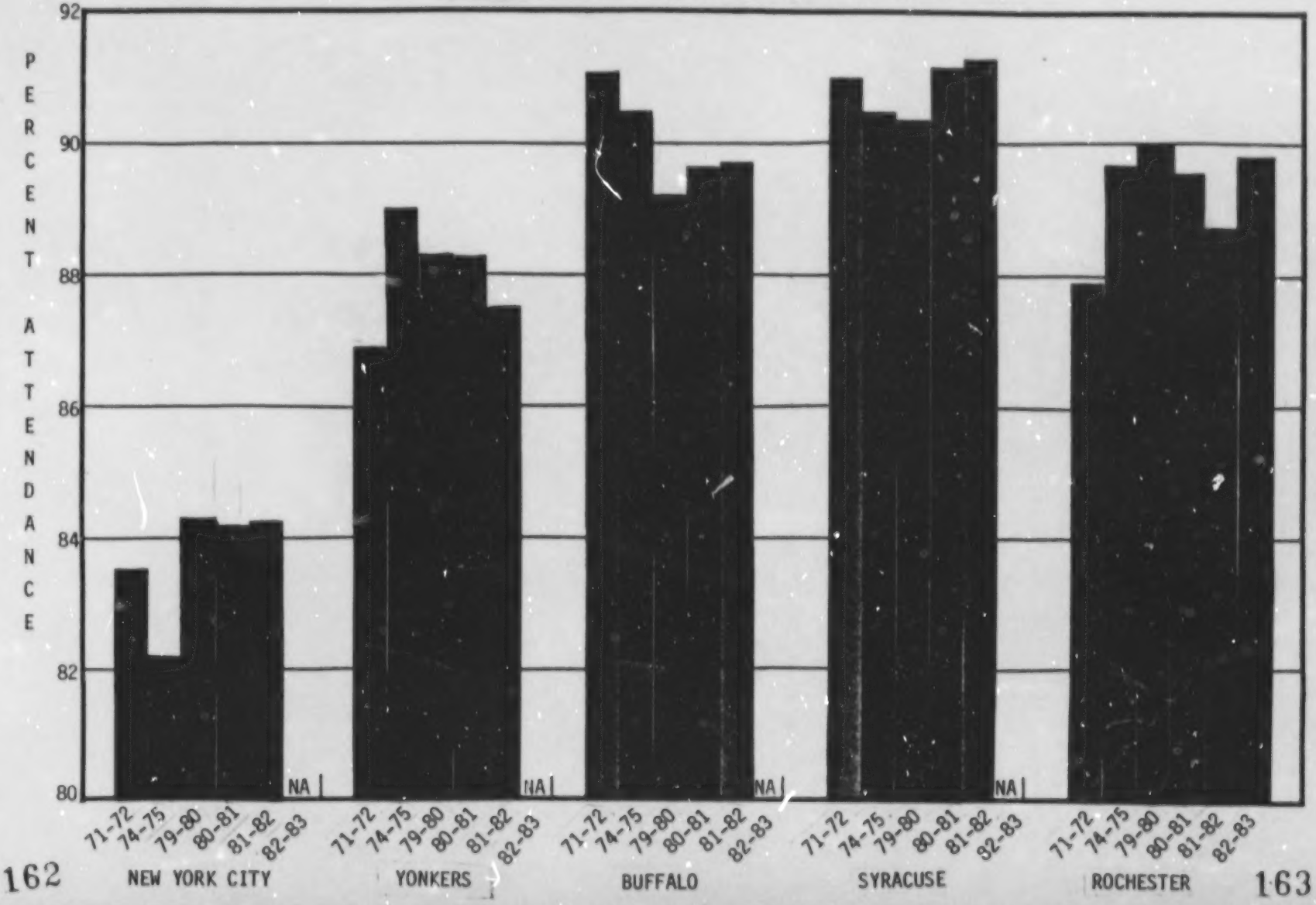


FIGURE 83-E-2

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
BY RANGES OF GRADES
1981-82

This figure shows rates of attendance for ranges of grades in each of New York State's "Big 5" cities. In each of the grade ranges Rochester is represented by the rightmost bar. The other cities are shown from left to right respectively: New York City, Yonkers, Buffalo, and Syracuse.

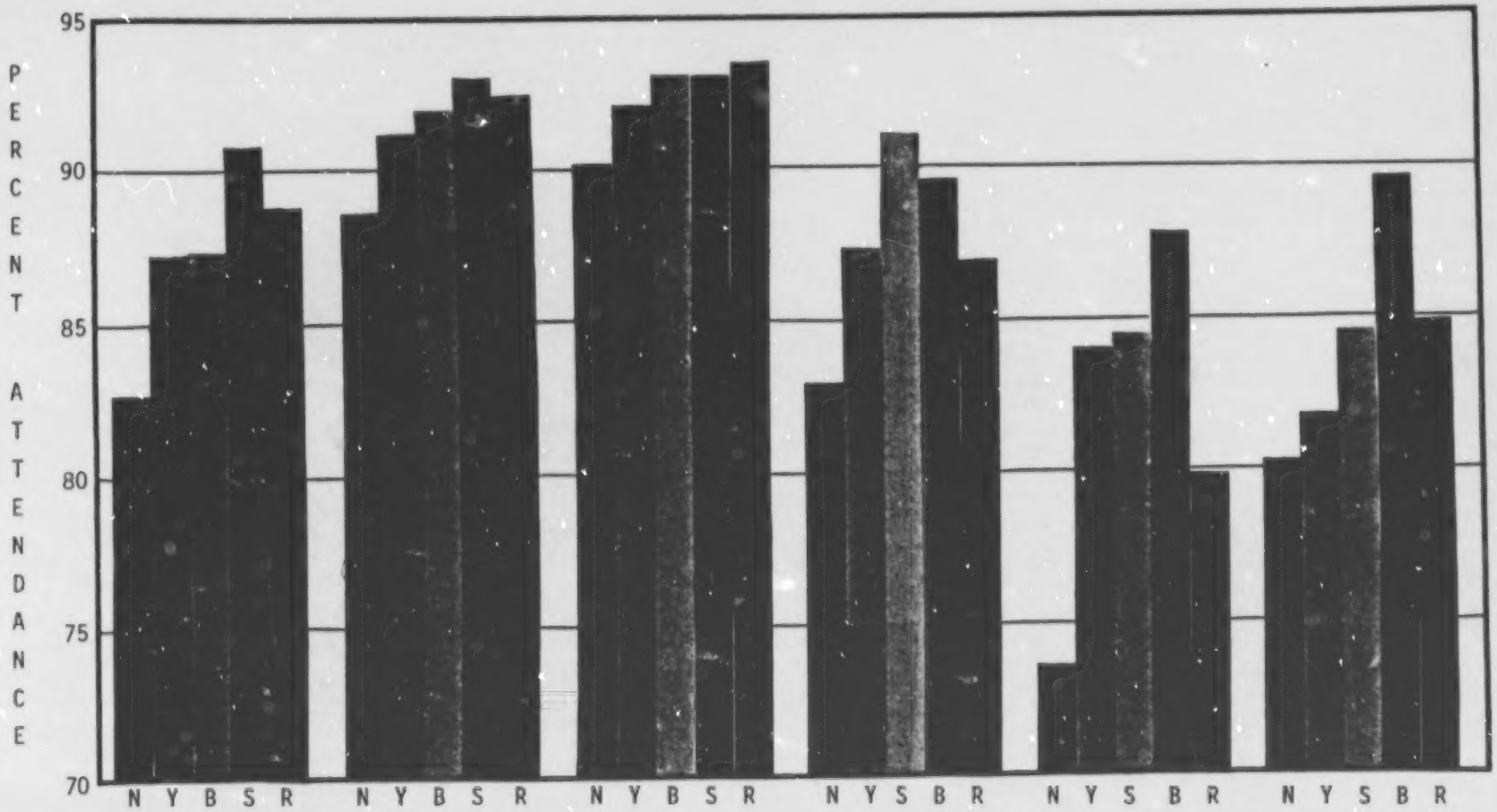
Rochester's attendance at half-day kindergarten is approximately 89 per cent. Attendance rises above 90 per cent for full-day kindergarten and grades 1 through 6. At grades 7 and 8 attendance falls to 87 per cent, and at grade 9 to less than 80 per cent. At grades 10 through 12 attendance rates return to approximately 85 per cent.

At grades 4 through 6, Rochester's attendance rate of 93.5 per cent is the highest of the "Big 5" cities. At full-day kindergarten through grade 3, Rochester's 92.5 per cent is second only to attendance in Syracuse. The same is true for Rochester's half-day kindergarten rate of 88.9 per cent.

At grades 7 and 8 and again at grade 9, Rochester is second lowest (higher than only New York City) among the cities shown. An increase in attendance rates at grade 10 through 12 ranks Rochester second only to Syracuse among the "Big 5."

FIGURE 83-E-2

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
BY RANGES OF GRADES
1981-82



N = NEW YORK CITY Y = YONKERS B = BUFFALO S = SYRACUSE R = ROCHESTER

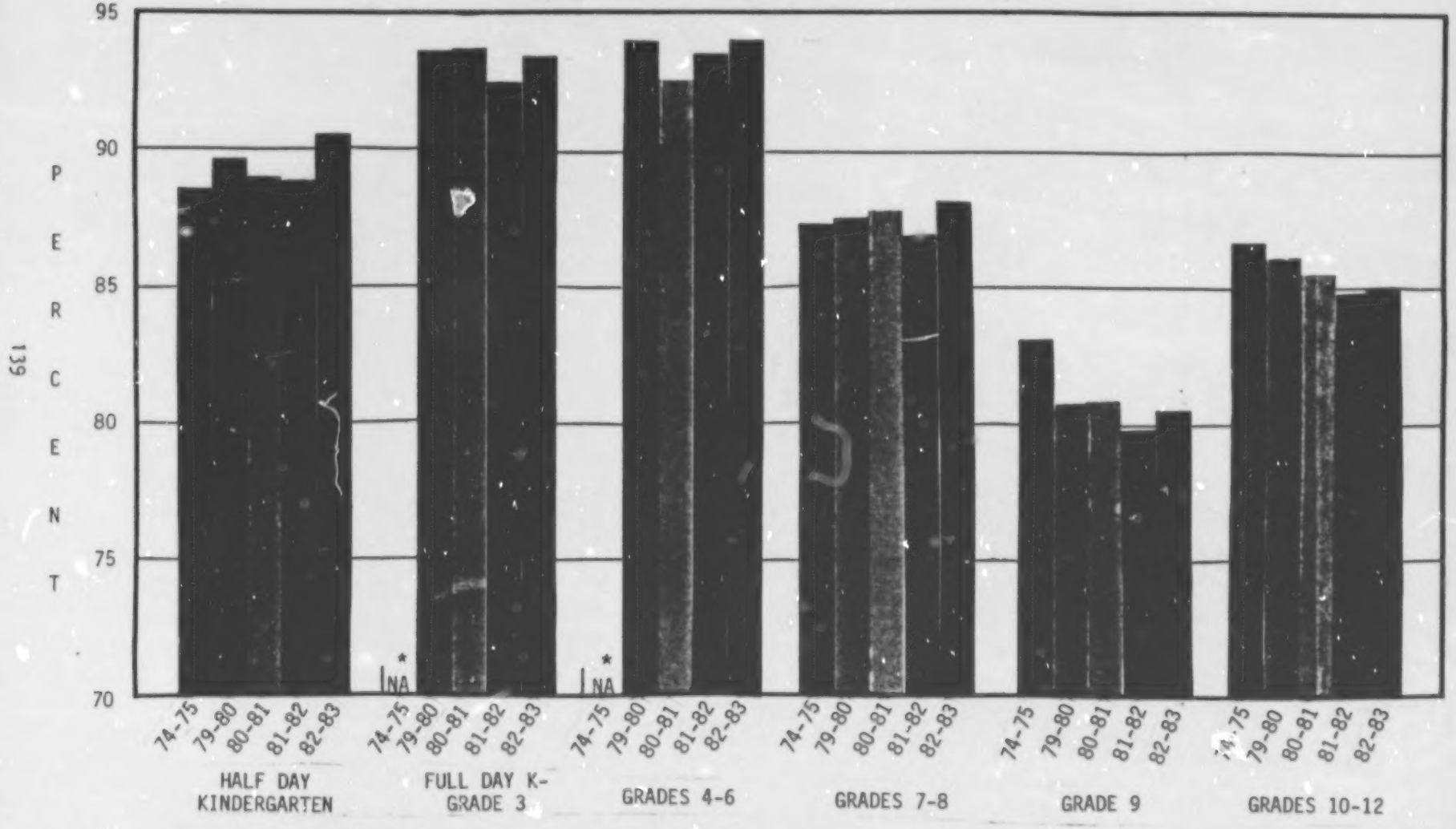
FIGURE 83-E-3

ATTENDANCE RATES
DISTRICT
BY RANGES OF GRADES
SELECTED SCHOOL YEARS 1974-75 TO 1982-83

This figure shows rates of attendance for ranges of grades in the Rochester City School District. A historical perspective is shown, including school years 1974-75, 1979-80, 1980-81, 1981-82, and 1982-83.

Rochester's attendance has historically been best at grades 1-6 and poorest at the secondary level, particularly at grade 9. In each of the grade ranges shown, 1982-83 attendance rates increased over 1981-82 rates.

FIGURE 83-E-3
ATTENDANCE RATES
DISTRICT
BY RANGES OF GRADES
SELECTED SCHOOL YEARS 1974-75 TO 1982-83



*At these grade levels attendance was kept by different grade ranges in 1974-75: the attendance rate for full day kindergarten only was 87.8%; for grades 1-6 combined it was 92.5%.

FIGURE 83-E-4

EXCESSIVE ABSENCES
GRADES 7, 8, 9 ONLY
1980-81, 1981-82, 1982-83

This figure shows excessive absenteeism for grades 7 through 9 in 1980-81, 1981-82, and 1982-83. Excessive absenteeism includes students who were absent at least once a week on average, or 20 per cent of the time. More serious levels of excessive absence are also indicated. The numbers of students included in each of these categories are cumulative. Only students who were still in the District at the end of the school year are included in the analysis.

The number of students in each excessive absence category increased from 1980-81 to 1981-82 but decreased from 1981-82 to 1982-83, bringing the 1982-83 numbers near or below those of 1980-81.

In 1982-83, 239 students (3.2%) in grades 7 through 9 had 50 per cent or higher absence. A total of 613 students at these grades (18.2%) had 33 per cent or higher absence, while 1,276 (17.0%) had 20 per cent or higher absence. Thus, 17.0 per cent of the District's grade 7 through 9 enrollment was excessively absent. In other words, approximately one of every six students in these three grades was absent on the average one day per week throughout the school year.

During the three school years the number of students absent 50 per cent of the time increased 14.4 per cent, and the number absent 33 per cent of the time increased 3.7 per cent. The number of those absent 20 per cent of the time decreased 8.1 per cent.

FIGURE 83-E-4

EXCESSIVE ABSENCES
GRADES 7, 8, 9 ONLY
1980-81, 1981-82, 1982-83

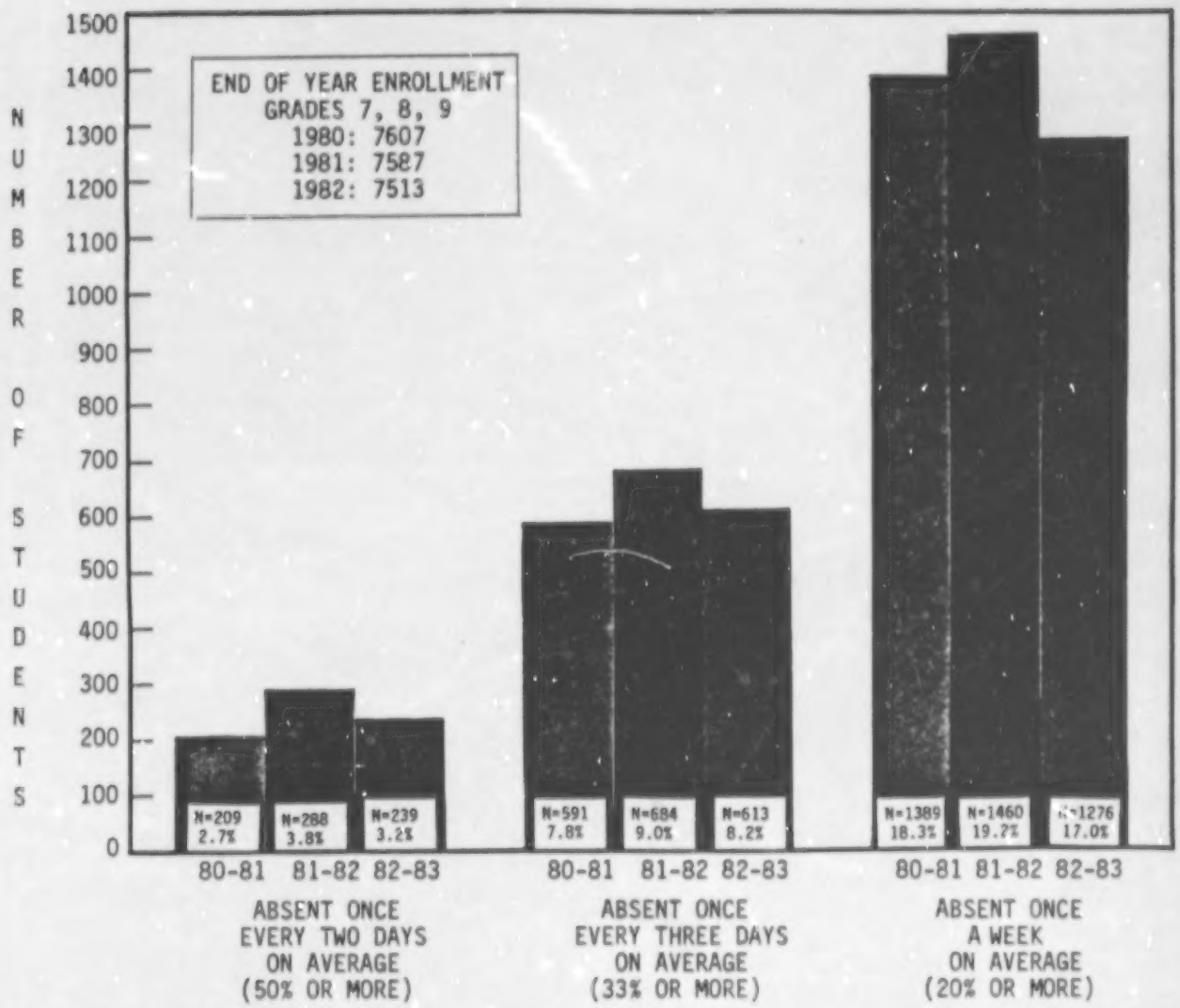


FIGURE 83-E-5

GRADES 8 AND 9 ATTENDANCE RATES
COMPREHENSIVE AND MAGNET SCHOOLS
1982-83

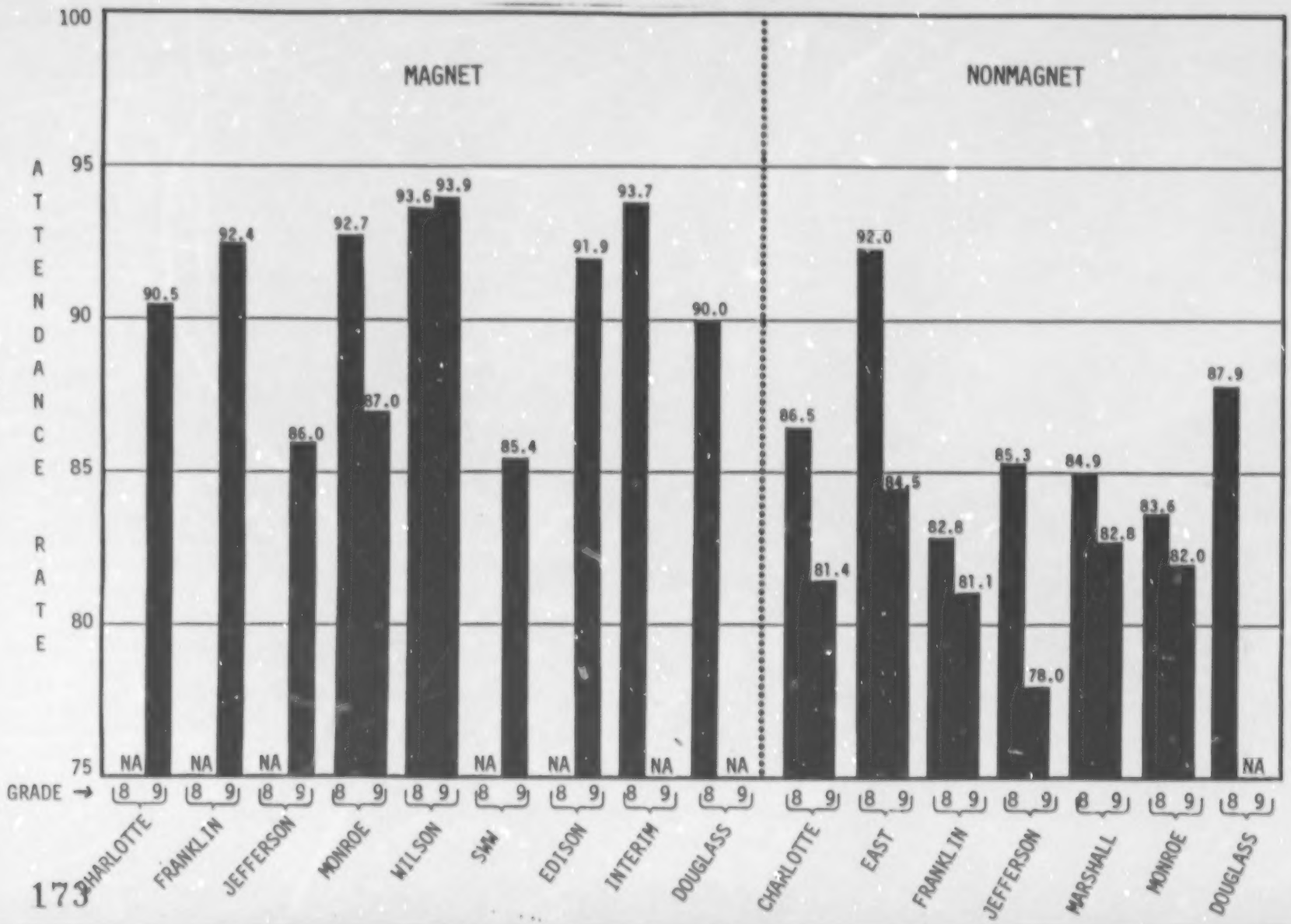
This figure compares grade 8 and 9 attendance rates for magnet and nonmagnet schools. Grades 8 and 9 were selected for this analysis since one or the other was common to all magnet and nonmagnet programs. Where magnet programs are contained within a nonmagnet school (Charlotte, Franklin, Jefferson, Monroe, and Douglass), each component is reported separately. It should be noted, however, that at the five schools containing school-within-a-school programs, the magnet students' experience is composed of both magnet and nonmagnet classes. In order to determine most accurately the effect of school factors on attendance, such a comparison should factor out differences in the previous attendance habits of students recruited for magnet schools and those attending nonmagnet programs. This analysis does not consider students' previous attendance habits.

In six instances a direct comparison (school and grade) of magnet and nonmagnet attendance rates is possible. In each case the attendance rate was higher in the magnet component. Differences range from 11.3 per cent at Franklin's grade 9 (92.4% attendance in the magnet component, 81.1% in the nonmagnet component) to 2.1 per cent at Douglass' grade 8 (90.0% magnet, 87.9% nonmagnet). In four of the six instances, the difference in attendance rates is 8.0 per cent or greater.

Even without comparison within schools, magnet attendance rates were higher than nonmagnet at both grades. At grade 9 the lowest attendance rate among magnet programs was 85.4 per cent, while the highest rate among nonmagnet programs was 84.5 per cent. With two exceptions, the same is true at grade 8, where magnet attendance rates were 92.7 per cent or above and nonmagnet rates were 87.9 per cent or below. (Exceptions at grade 8 are East High's nonmagnet program with 92.0% attendance, and Douglass' magnet program with 90.0% attendance.)

FIGURE 83-E-5

GRADES 8 AND 9 ATTENDANCE RATES
COMPREHENSIVE AND MAGNET SCHOOLS
1982-83



Student Mobility

SECTION F

STUDENT MOBILITY

Section F shows mobility rates for the District and for individual elementary and secondary schools. A school's mobility is defined as the sum of entrants plus losses during the school year divided by the school's October enrollment.

Table 83-F-1 shows mobility rates for the four school years from 1979-80 through 1982-83. Elementary mobility rates are higher than secondary, rising in 1982-83 to 62.7 per cent after having declined steadily from 65.3 per cent in 1979-80 to 61.3 per cent in 1981-82. Over the same period the secondary school mobility rate dropped steadily, and stood at 44.6 per cent in 1982-83.

Table 83-F-2 shows individual school mobility rates, both elementary and secondary, for 1982-83. There is considerable variation among the elementary school mobility rates, which range from a high of 104.4 per cent to a low of 9.9 per cent. Among elementary schools, the highest mobility rates are recorded for Nos. 14, 6, 8 and 17. Elementary schools with the lowest rates are Nos. 58, 52 and 1. There is also considerable variation among secondary schools, whose mobility rates range from a high of 68.3 per cent to a low of 27.5 per cent. Among secondary schools, Franklin and Monroe have the highest mobility, while Edison and Interim have the lowest mobility rates.

Analysis of mobility by school is also available in the "Enrollment Report" and "District Statistics," both published annually by the Department of Student Data, Testing and Records.

TABLE 83-F-1

STUDENT MOBILITY
1979-80 THROUGH 1982-83

This table shows districtwide mobility rates for elementary schools and secondary schools during the school years 1979-80 through 1982-83. Mobility is defined as the number of entrants plus the number of losses during the course of the school year, divided by October enrollment. New entrants (first time in any school) and regular graduates are not counted in calculating these mobility rates; neither are routine movements between buildings (e.g from sixth to seventh grade).

Elementary mobility rates are higher than secondary mobility rates. The elementary rates declined from 65.3 per cent in 1979-80 to 61.3 per cent in 1981-82, but increased to 62.7 per cent in 1982-83. Secondary rates have declined steadily, from 57.5 per cent in 1979-80 to 44.6 per cent in 1982-83.

TABLE 83-F-1

STUDENT MOBILITY
1979-80 THROUGH 1982-83

SCHOOL YEAR	ELEMENTARY	SECONDARY
1979-80	65.3%	57.5%
1980-81	62.1%	51.9%
1981-82	61.3%	49.2%
1982-83	62.7%	44.6%

Only regular schools, not alternative, are included in these figures (i.e. elementary schools No. 1-58, secondary schools 60-72).

TABLE 83-F-2

STUDENT MOBILITY
1982-83

This table shows student mobility information for regular elementary and secondary schools in 1982-83. Mobility is defined as the number of entrants plus the number of losses in a given building during the course of the school year, divided by that building's October enrollment. New entrants (first time in any school) and regular graduates are not counted in calculating these mobility rates; neither are routine movements between buildings (e.g. from sixth to seventh grade).

For both elementary and secondary, the schools are shown in rank order from the most mobile to the least mobile. Also shown are their October enrollments, entrants plus losses, per cents mobility, and mobility deviation from the average.

Among elementary schools the most mobile were Nos. 14, 6, 8 and 17, with mobility rates of 104.4, 88.3, 88.0 and 86.6 per cent respectively. The least mobile schools were Nos. 58, 52 and 1, with mobility rates of 9.9, 30.0 and 30.4 per cent respectively.

Among secondary schools the most mobile were School Without Walls, Franklin and Monroe, with mobility rates of 61.2, 57.6 and 54.4 per cent respectively. The least mobile schools were Nathaniel Rochester Community School and Edison, with mobility rates of 19.7 and 21.2 per cent respectively.

TABLE 83-F-2
STUDENT MOBILITY
1982-83

ELEMENTARY						SECONDARY					
RANK	SCH.	OCT. ENROLL.	ENTR. PLUS LOSSES	PER CENT MOBILITY	MOBILITY DEVIATION FROM AVG.	RANK	SCH.	OCT. ENROLL.	ENTR. PLUS LOSSES	PER CENT MOBIL.	MOBILITY DEVIATION FROM AVG.
1	14	315	329	104.4	41.7	1	S/W/W	139	85	61.2	16.6
2	6	556	491	88.3	25.6						
3	8	576	507	88.0	25.3						
4	17	762	660	86.6	23.7						
5	22	842	688	81.7	19.0	2	FRANK.	2136	1230	57.6	13.0
6	5	408	321	78.7	16.0						
7	36	800	615	76.9	14.2						
8	25	402	292	72.6	9.9	3	MONROE	2081	1133	54.4	9.8
9	37	437	317	72.5	9.8						
10	9	1093	792	72.5	9.8						
11	2	629	443	70.4	7.7	4	JEFF.	1209	626	51.8	7.2
12	29	548	392	69.7	7.0						
13	33	1067	731	68.5	5.8						
14	34	527	331	62.8	0.1						
15	41	513	319	62.2	- 0.5	5	MARSH.	1592	824	51.8	7.2
16	30	552	328	59.4	- 3.3						
17	19	595	350	58.8	- 3.9						
18	43	443	253	57.1	- 5.6	6	CHAR.	1066	484	45.4	0.8
19	4	541	306	56.6	- 6.1						
20	35	481	267	55.5	- 7.2						
21	12	783	433	55.3	- 7.4	7	EAST	2476	1077	43.5	- 1.1
22	39	677	370	54.6	- 8.1						
23	23	360	186	51.7	-11.0						
24	28	707	365	51.6	-11.1						
25	44	442	221	50.0	-12.7	8	WILSON	545	209	38.4	- 6.2
26	42	553	270	48.8	-13.9						
27	3	208	100	48.1	-14.6						
28	16	628	297	47.3	-15.4	9	DOUG.	1172	408	34.8	- 9.8
29	50	351	165	47.0	-15.7						
30	7	750	326	43.5	-19.2						
31	46	321	115	35.8	-26.9	10	EDISON	1662	353	21.2	-23.4
32	1	237	72	30.4	-32.3						
33	52	366	110	30.0	-32.7						
34	58	324	32	9.9	-52.8	11	NRCS (6-8)	574	113	19.7	-24.9
NA	TOT.	18794	11784	62.7	NA	NA	TOTAL	14652	6542	44.6	NA

SECTION G

SUSPENSION

Section G provides analysis of District short-term and long-term suspensions.

Figure 83-G-1 presents short-term, long-term, and total District suspensions for the school years 1978-79 through 1982-83. Figures 83-G-2 through 83-G-5 depict short-term suspensions, showing a historical view, grade distribution, reasons for suspensions, and distribution by month. Figures 83-G-6 through 83-G-9 provide similar analyses of long-term suspensions. Figure 83-G-10 displays a number of variables (characteristics of interest) which help present profiles of students suspended short-term and long-term.

The total number of District suspensions increased from 3,295 in 1978-79 to 8,064 in 1982-83. This change is due primarily to increase in the number of short-term suspensions; the number of long-term suspensions showed little change until 1982-83, when the number (549) more than doubled over that of the previous year.

The larger proportion of short-term suspensions occurs at the secondary level. For the period 1978-79 through 1982-83, short-term suspensions increased at both elementary and secondary levels, with the rate of increase at elementary exceeding that at secondary. The greatest single-year increases in short-term suspension occurred at the secondary level in 1981-82 and 1982-83, and at the elementary level in 1982-83 (Figure 83-G-2). The highest number of short-term suspensions occurs at the early secondary level, in grades 7,8, and 9 respectively; better than 70 per cent of secondary short-term suspensions (for graded students) occur in these grades. The nongraded (NG) category, which consists largely of Special Education students, accounts for 14.3 per cent of all secondary short-term suspensions (Figure 83-G-3). Deliberate defiance of authority, fighting, disruption of the educational process, and excessive truancy are the most commonly cited reasons for short-term suspensions, together accounting for more than 80 per cent of these (Figure 83-G-4). The monthly pattern of short-term suspensions for 1982-83, lowest in September and June and highest in March and May, is shown in Figure 83-G-5.

Figures 83-G-6 through 83-G-9 analyze long-term suspensions. The great majority of these were given at the secondary level from 1978-79 through 1981-82. In 1982-83, however, elementary students received nearly one of five long-term suspensions. Overall, long-term suspensions reached their highest level (549) for this five year period in 1982-83 (Figure 83-G-6). That year, nongraded students represented more than 25 per cent of long-term suspensions. Among graded students, the largest numbers of suspensions occurred at grades 7,9 and 8 respectively (Figure 83-G-7). The most commonly cited reasons for long-term suspension were possession of weapons, assault on students, threatening bodily harm, assault on staff, and deliberate defiance of authority, which together accounted for more than 85 per cent of long-term suspensions (Figure 83-G-8). A monthly breakdown of long-term suspensions for four school years (1979-80, 1980-81, 1981-82 and 1982-83) is shown in Figure 83-G-9.

Table 83-G-10 analyzes certain variables (characteristics of interest) which help present profiles of students suspended short-term and long-term. Males, minorities, and Special Education students are overrepresented in both categories. Attendance rates for suspended students are lower than the District average, as is suspended students' performance on standardized reading and mathematics tests.

Additional analysis is available in "Year End Statistical Data," published annually by the Department of Student Data, Testing and Records.

FIGURE 83-G-1

SUSPENSIONS
SHORT-TERM, LONG-TERM, TOTAL
1978-79 THROUGH 1982-83

This figure shows the districtwide number of incidents of suspension (short-term, long-term, and total) for the school years 1978-79 through 1982-83. The number of incidents is used rather than the number of students involved, since one student may have two or more incidents of suspension.

Total suspensions rose from 3,295 in 1978-79 to 8,064 in 1982-83. Short-term suspensions rose from 2,946 in 1978-79 to 7,515 in 1982-83. Long-term suspensions rose from 246 in 1978-79 to 549 in 1982-83.

FIGURE 83-G-1

SUSPENSIONS
SHORT-TERM, LONG-TERM, TOTAL
1978-79 THROUGH 1982-83

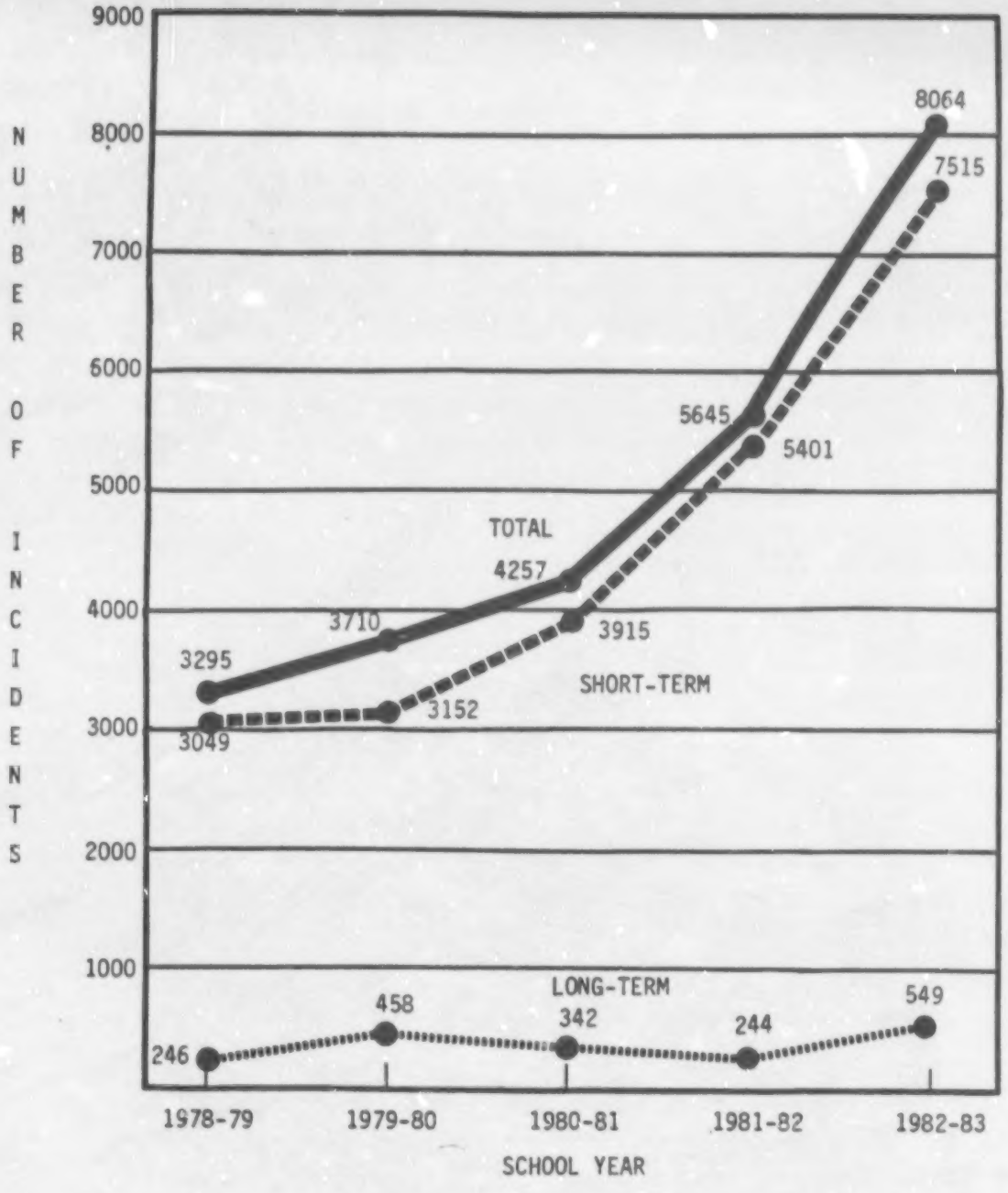


FIGURE 83-G-2

SHORT-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1982-83

This figure analyzes short-term suspensions for the five school years 1978-79 through 1982-83, showing the total number of incidents as well as a breakdown by secondary and elementary. The number of incidents rather than the number of students involved is used, since a single student may have more than one incident of suspension.

Short-term suspensions totaled 3,049 in 1978-79 and 3,152 in 1979-80, then increased to 3,915 in 1980-81, 5,401 in 1981-82, and 7,515 in 1982-83. The number of secondary short-term suspensions was 2,705 in 1978-79, and 5,997 in 1982-83. The number of elementary short-term suspensions was 344 in 1978-79, and 1,518 in 1982-83.

FIGURE 83-G-2

SHORT-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1982-83

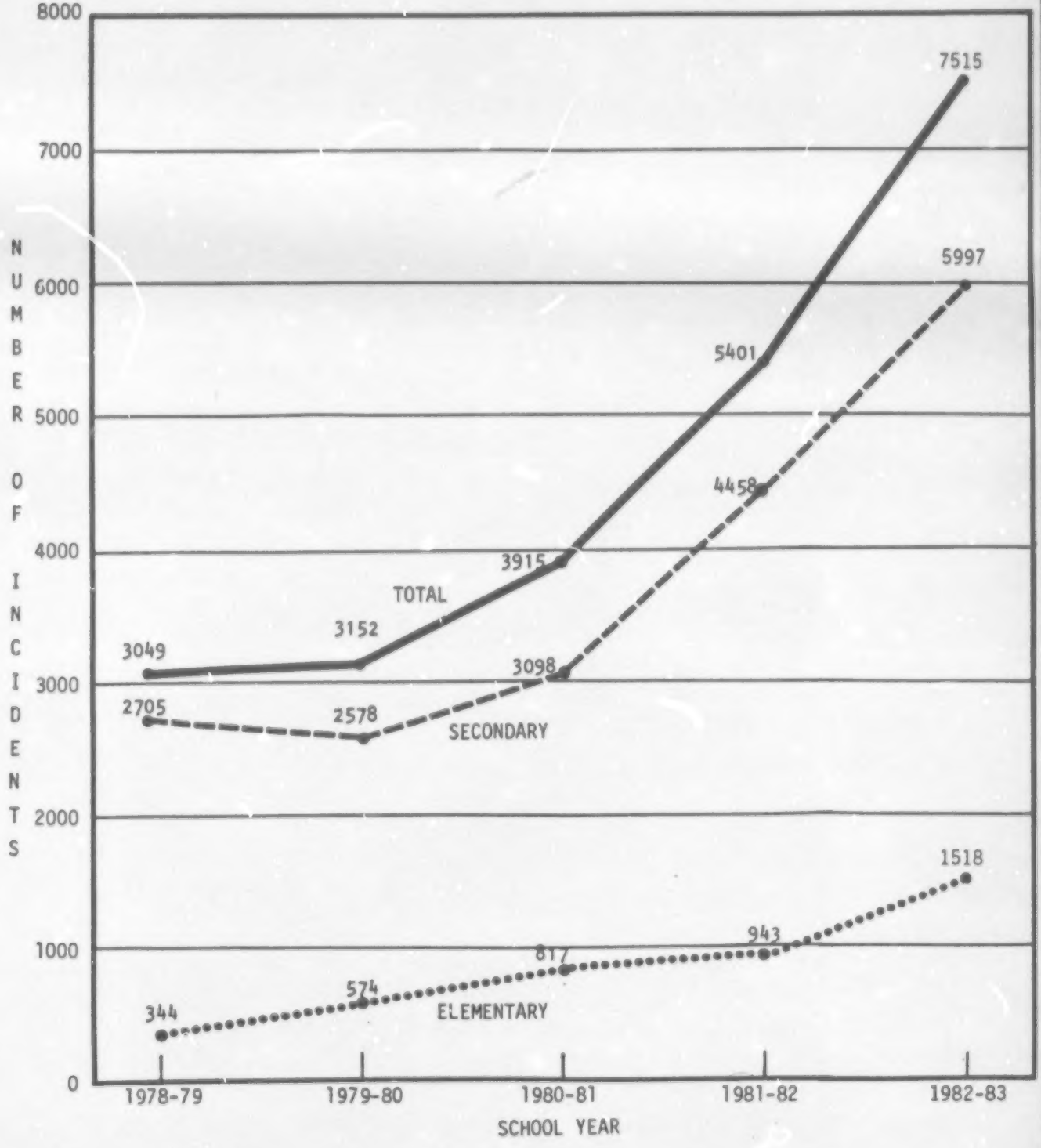


FIGURE 83-G-3

SHORT-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1982-83

This figure shows a grade-by-grade analysis of short-term suspensions given during the 1982-83 school year.

The number of incidents of suspension rather than the number of students involved is shown, since a single student may have more than one short-term suspension. Fewer than 4,700 students were involved in the 7,515 suspensions given.

The number of suspensions increased at each grade from kindergarten (10 suspensions) to sixth (290 suspensions). The greatest numbers occurred at grades 7, 8 and 9 respectively (more than 1,100 suspensions at each grade). Grades 11 and 12 showed fewer suspensions, with the lowest number for the secondary grades (246) given at grade 12.

In the NG (non-graded) category, 1,071 suspensions were given. This classification includes students in elementary and secondary Special Education programs, at DuBois Academy and the World of Work, and in the various tutoring programs.

FIGURE 83-G-3

SHORT-TERM SUSPENSIONS
DISTRICT BY GRADE
1982-83

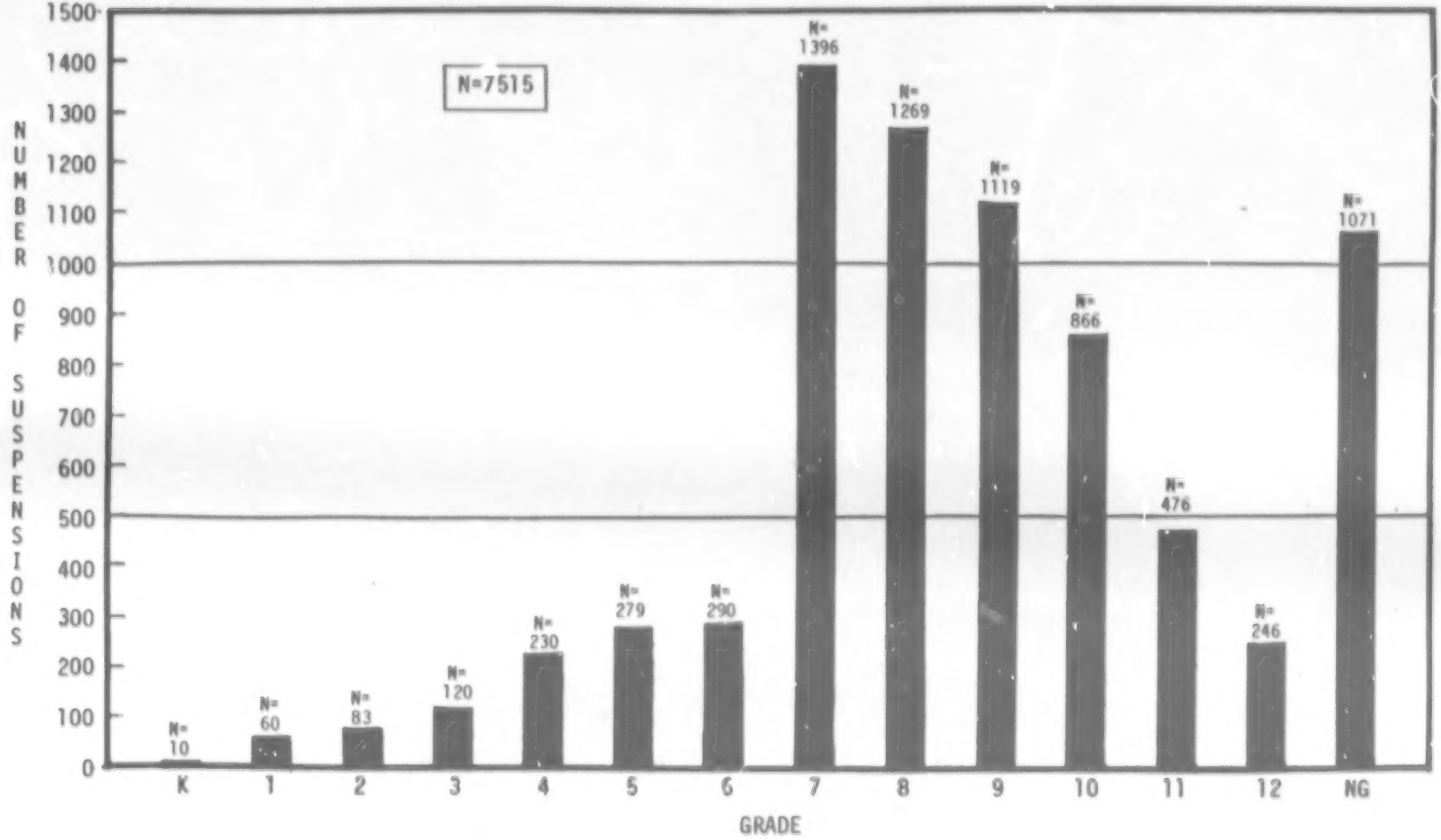


FIGURE 83-G-4

REASONS FOR
SHORT-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1982-83

This figure shows reasons for short-term suspension of both elementary and secondary students during the 1982-83 school year. The number of incidents rather than the number of students involved is used, since a single student may have more than one short-term suspension.

The total number of short-term suspensions during 1982-83 was 7,515. Of these, the largest numbers were for deliberate defiance of authority (36%), fighting (26%), disruption of the educational process (10%), and excessive truancy (9%). These four categories account for more than 80% of all short-term suspensions.

FIGURE 83-G-4

REASONS FOR
SHORT-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1982-83

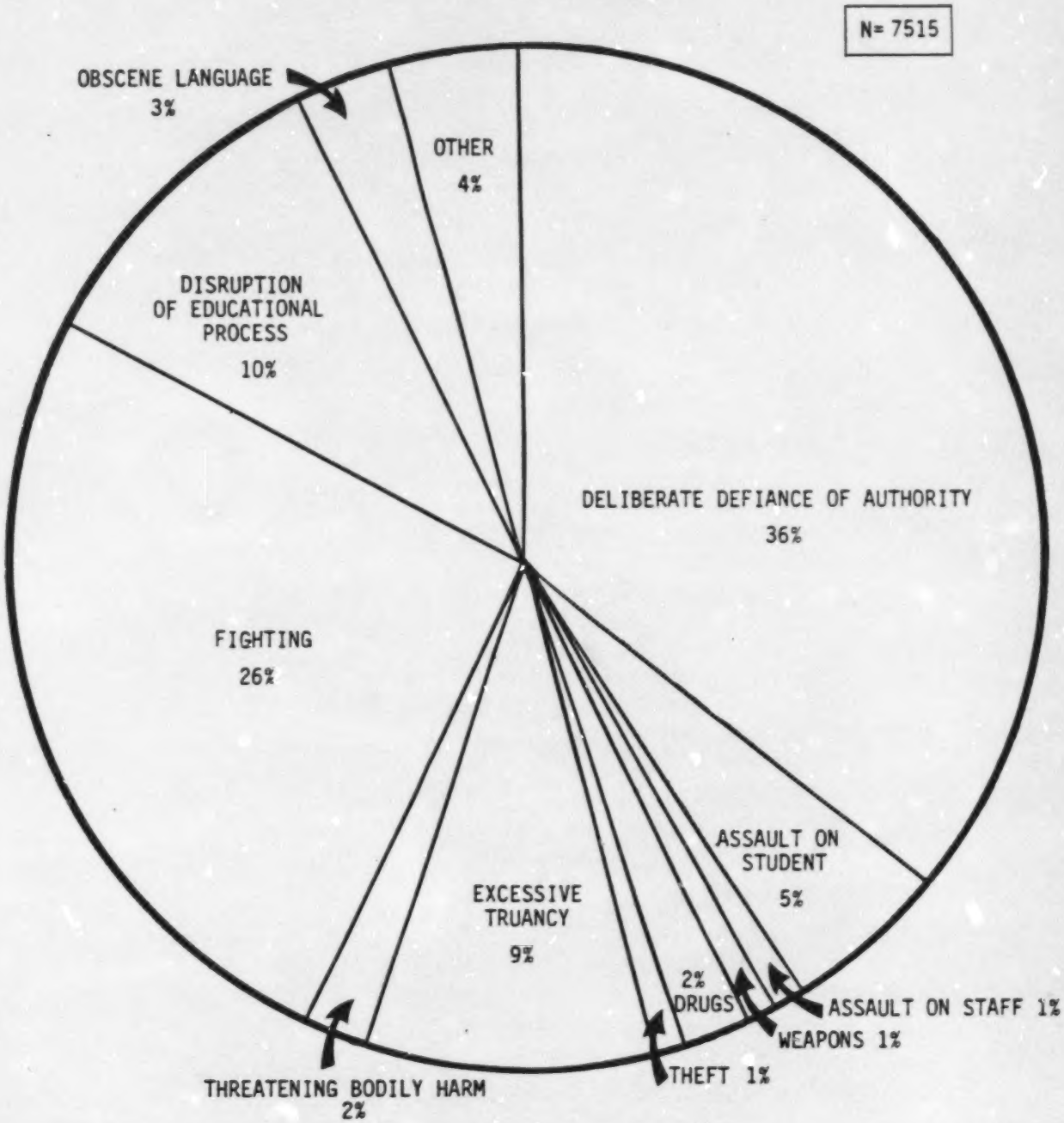


FIGURE 83-G-5

SHORT-TERM SUSPENSIONS
AVERAGE NUMBER PER DAY BY MONTH
1982-83

This figure shows the average number of incidents of short-term suspension per day for each month of the 1982-83 school year. The average number of incidents per day rather than the total number per month is shown, since the number of days of instruction varies from month to month and year to year.

The lowest average number of short-term suspensions (16.3) occurred in September, the highest (57.3) in March, and the second highest (53.2) in May.

FIGURE 83-G-5

SHORT-TERM SUSPENSIONS
AVERAGE NUMBER PER DAY BY MONTH
1982-83

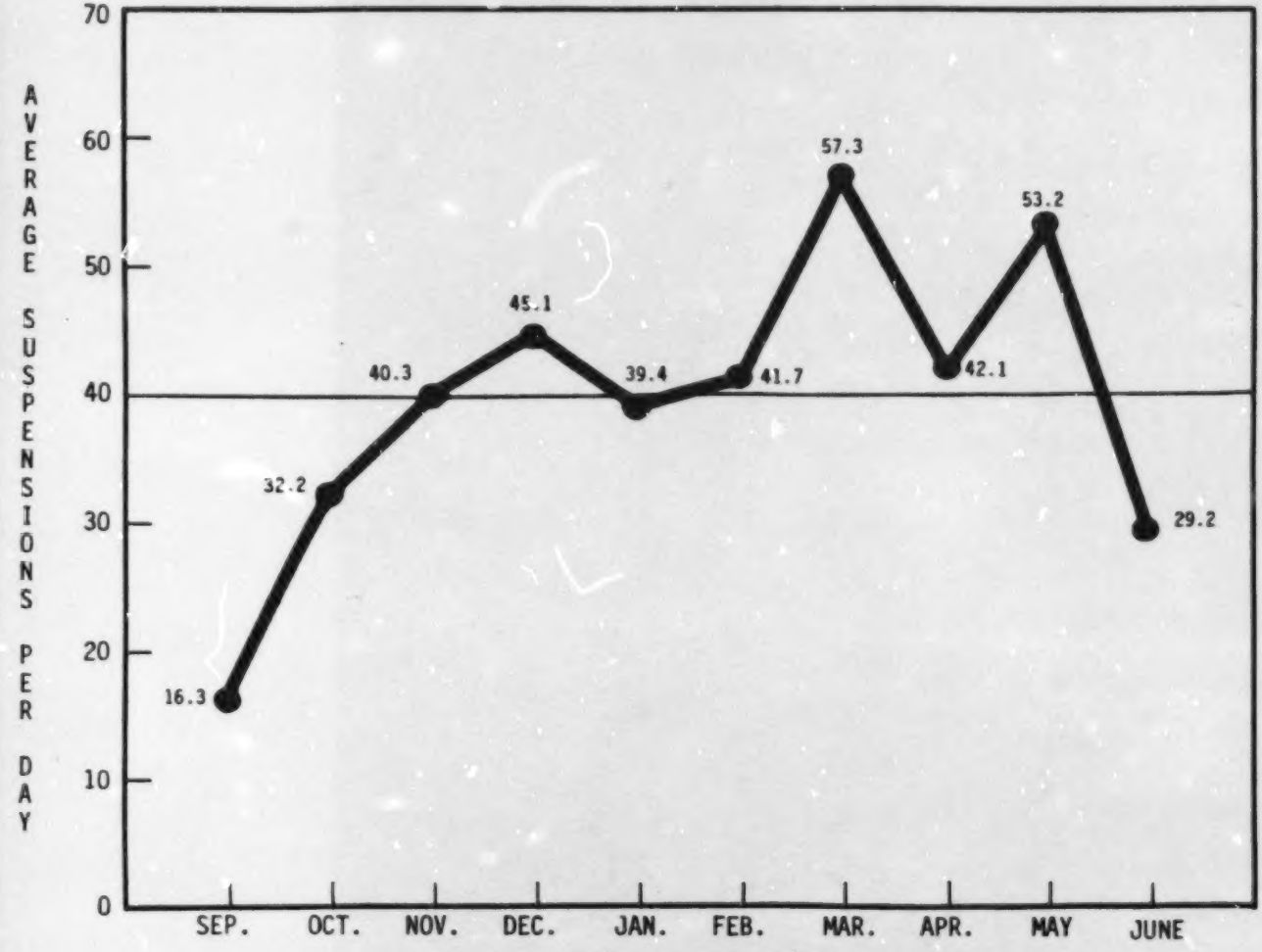


FIGURE 83-G-6

LONG-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1982-83

This figure shows the number of incidents of long-term suspension for both secondary and elementary students during the five school years from 1978-79 through 1982-83. The number of incidents rather than the number of students involved is used, since a single student may have more than one long-term suspension.

The total number of long-term suspensions increased from 246 in 1978-79 to 458 in 1979-80, declined to 342 in 1980-81 and to 244 in 1981-82, then rose to 549 in 1982-83.

For the first four school years shown, the total number of long-term suspensions is largely accounted for by suspensions at the secondary level. In 1982-83, however, a large increase in elementary suspensions raised the elementary proportion to 18.4 per cent of the District total.

FIGURE 83-G-6

LONG-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1982-83

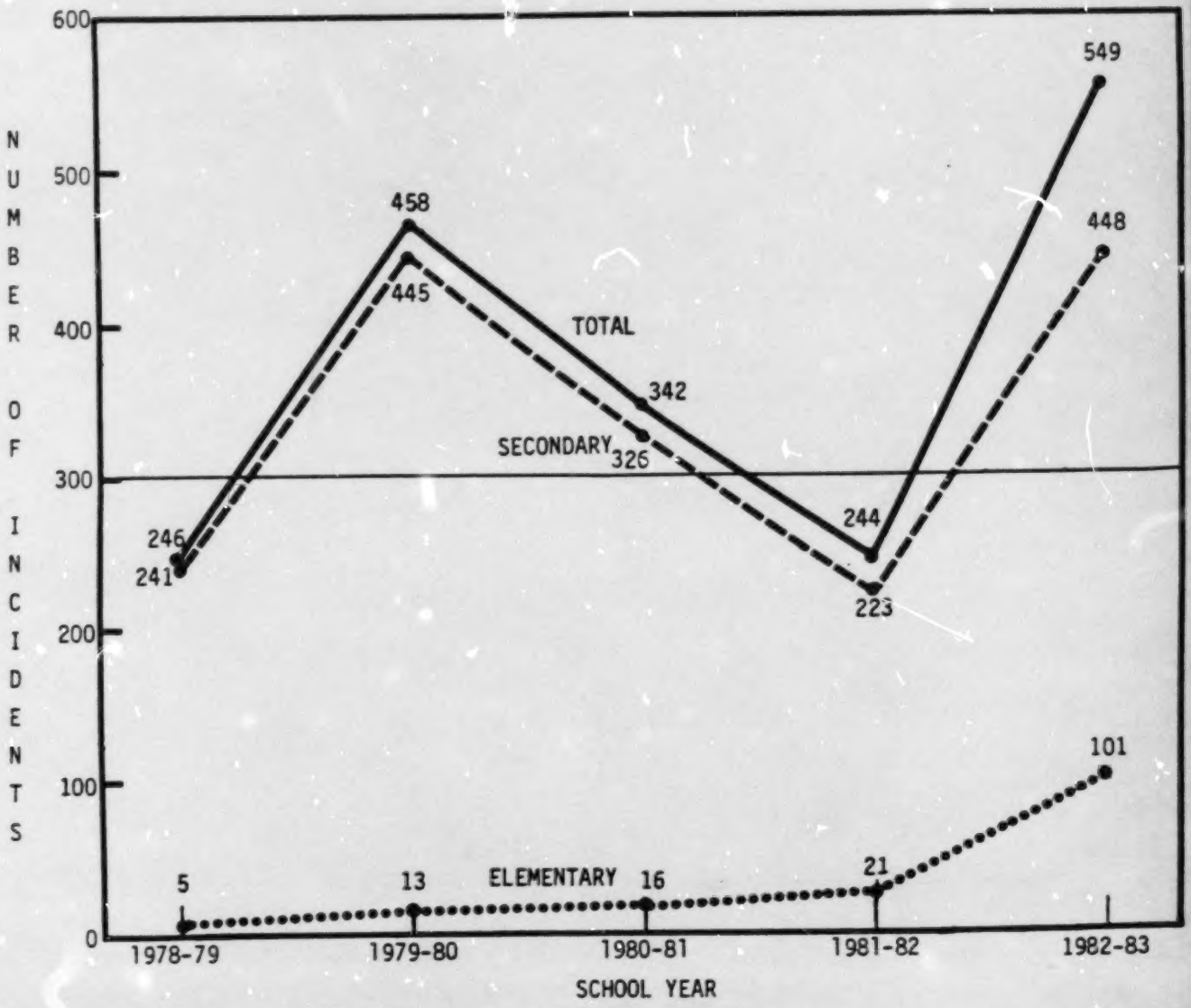


FIGURE 83-G-7

LONG-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1982-83

This figure shows an analysis by grade of long-term suspensions given during the 1982-83 school year. The number of incidents of suspension rather than the number of students suspended is shown, since a single student may have more than one long-term suspension.

Relatively few long-term suspensions (63) were given in grades K-6. Of the total long-term suspensions (549), 139 (25.3%) were given in the NG (non-graded) category, which includes students in elementary and secondary Special Education programs, at DuBois Academy and the World of Work, and in the various tutoring programs. For grades 7-12, the largest number of suspensions (93) occurred at grade 7, followed by grade 9 (76), grade 8 (71), and grade 10 (63).

FIGURE 83-G-7

LONG-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1982-83

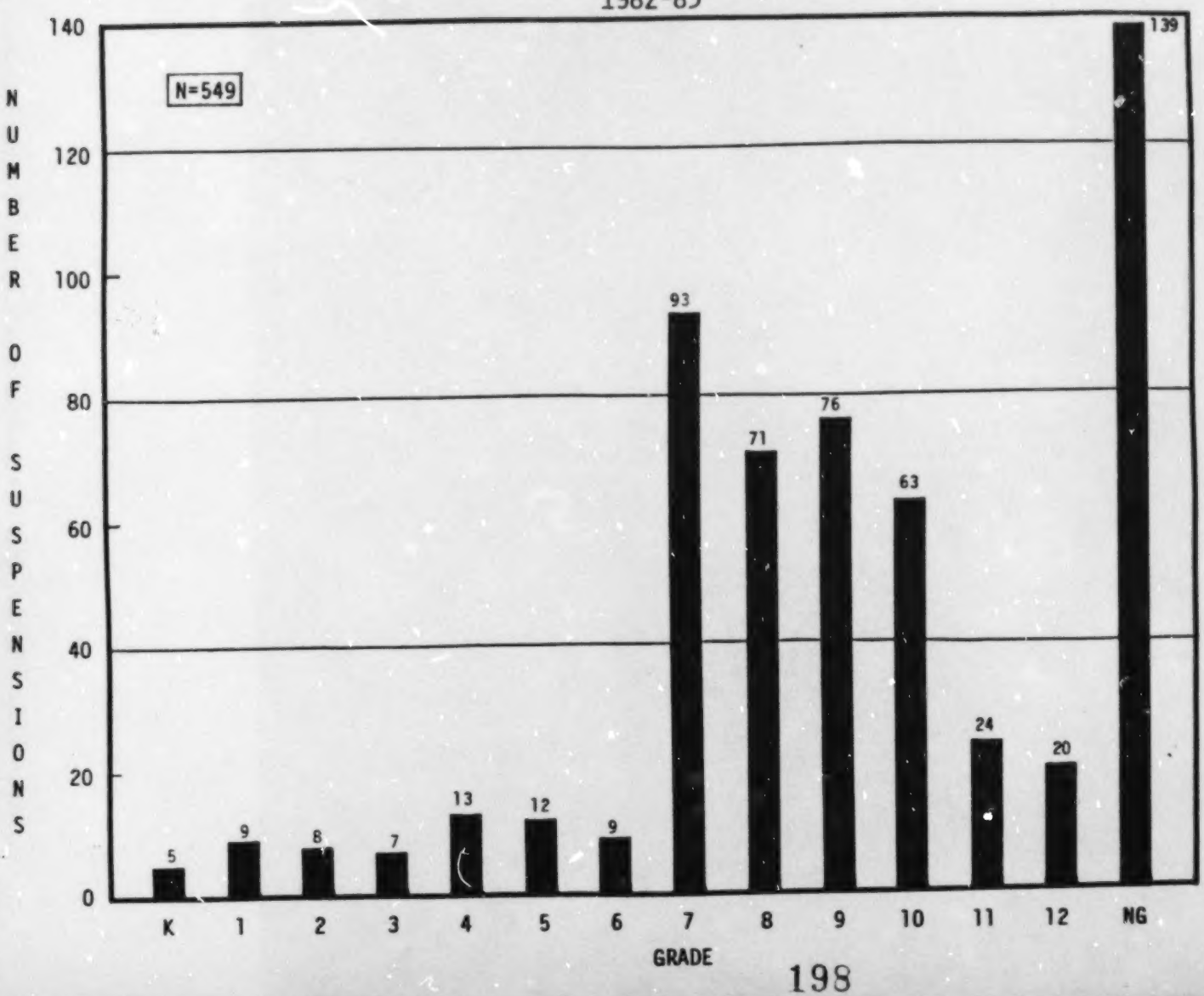


FIGURE 83-G-8

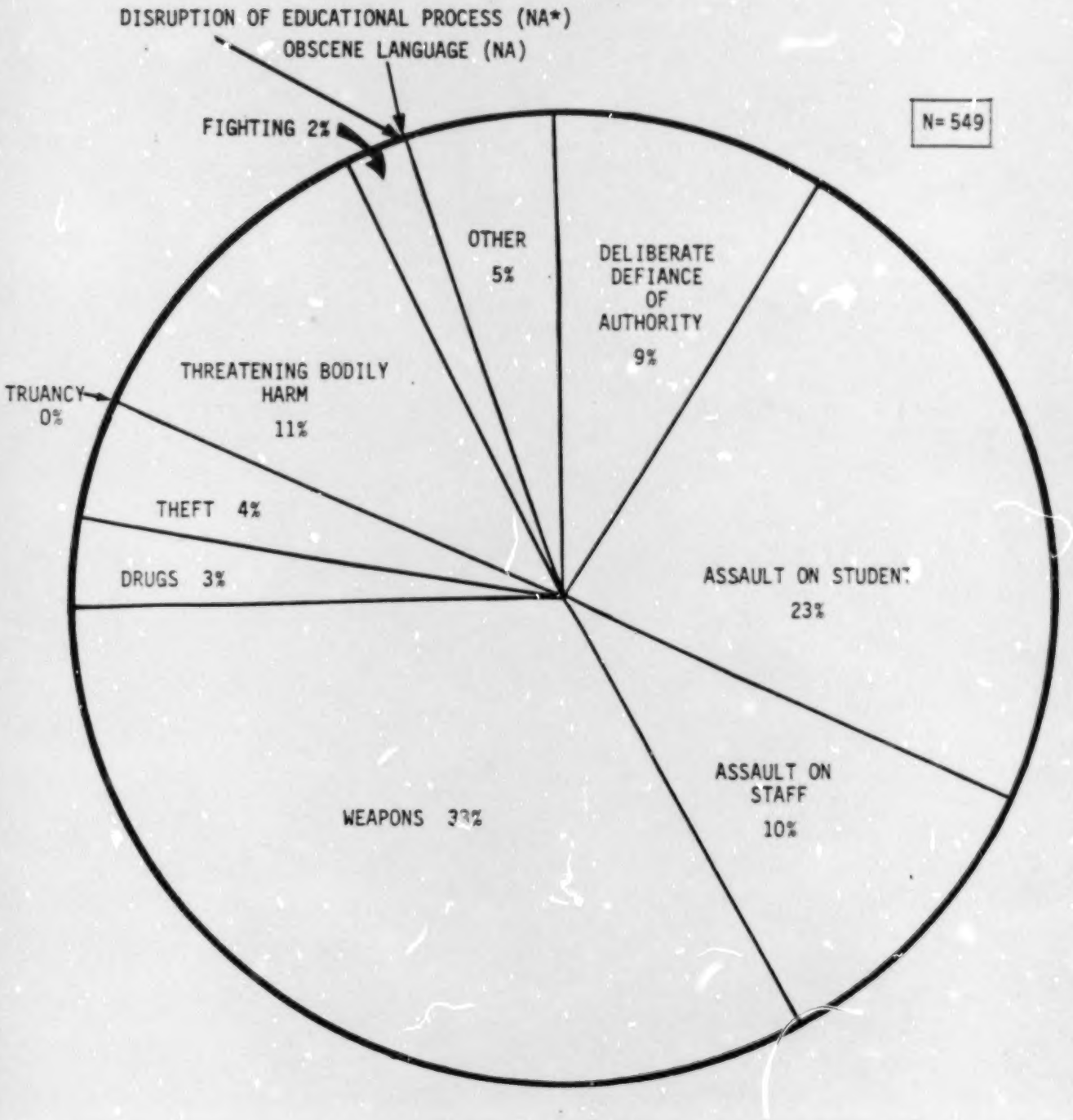
REASONS FOR
LONG-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1982-83

This figure shows reasons for long-term suspension of both elementary and secondary students during the 1982-83 school year. The number of incidents rather than of students is analyzed, since a single student may have had more than one incident of long-term suspension.

Of a total of 549 incidents of long-term suspension, 33 per cent were for possession of weapons, 23 per cent for assault on students, 11 per cent for threatening bodily harm to students or staff, 10 per cent for assault on staff, and 9 per cent for deliberate defiance of authority. These five categories account for approximately three of four incidents of long-term suspension.

FIGURE 83-G-8

REASONS FOR
LONG-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1982-83



* Included along with Insubordination in Deliberate Defiance of Authority.

FIGURE 83-G-9

LONG-TERM SUSPENSIONS
AVERAGE NUMBER PER DAY BY MONTH
1979-80 THROUGH 1982-83

This figure shows the average number of incidents of long-term suspension per day for each month of the school years 1979-80 through 1982-83. The average number of incidents per day rather than the total number per month is shown, since the number of days of instruction varies from month to month and year to year.

In three of the four school years, the lowest average number of long-term suspensions per day occurred in September. (In 1980-81, September and June had equally low averages.) The average peaked in a different month each year: November of 1979-80 (3.4), March of 1980-81 (2.9), January of 1981-82 (2.2), and May of 1982-83 (4.9).

FIGURE 83-G-9

LONG-TERM SUSPENSIONS
AVERAGE NUMBER PER DAY BY MONTH
1979-80 THROUGH 1982-83

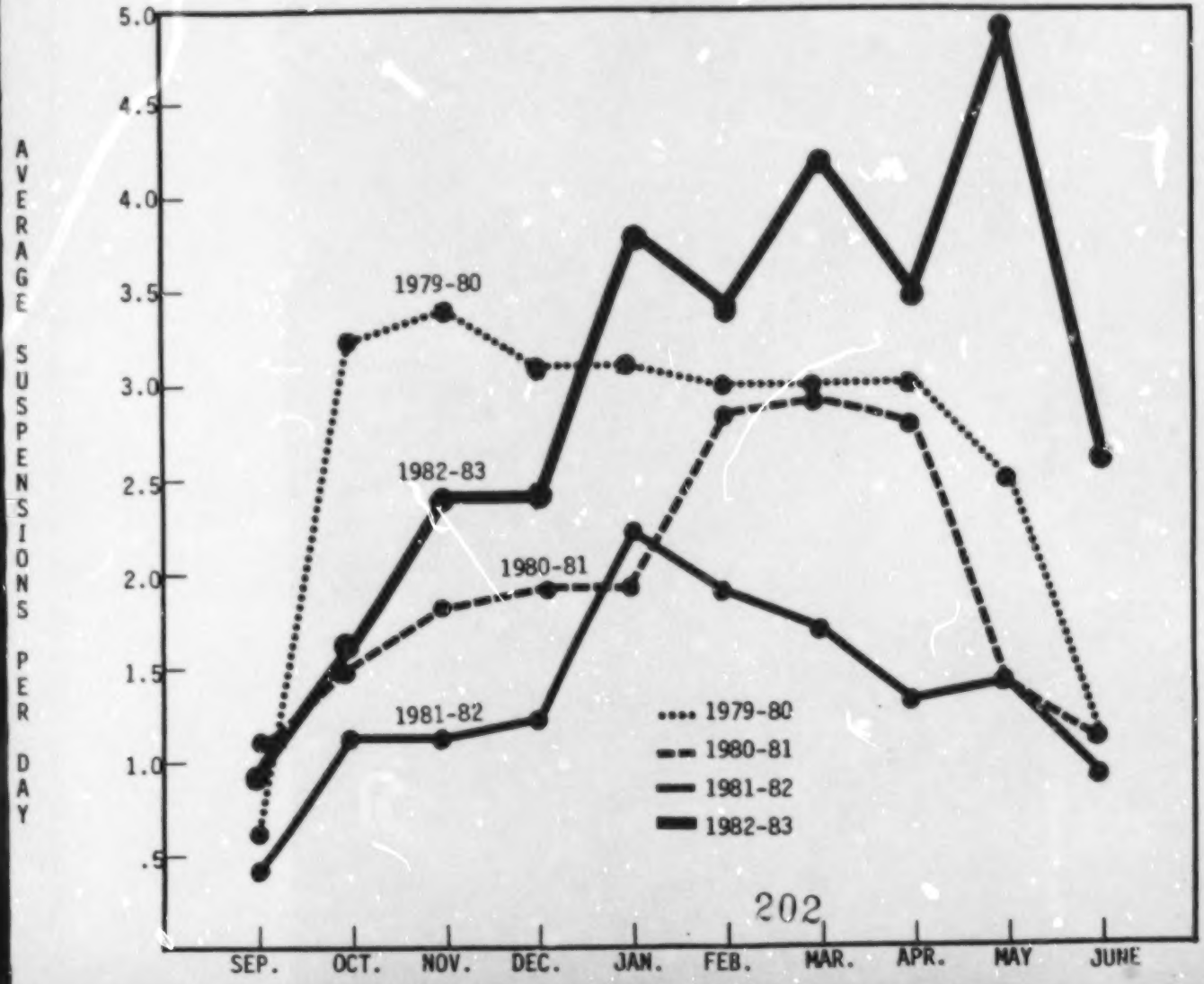


FIGURE 83-G-10

SHORT-TERM AND LONG-TERM SUSPENSIONS
DISTRIBUTIONS OF VARIABLES
1982-83

This figure shows the distribution or breakdown of certain variables (characteristics of interest) among suspended students. Since all statistics are based upon the number of incidents of suspension rather than the number of students, data describing a single student may be included in the statistics more than once. Statistics are shown separately for short-term suspensions (7,515 total) and long-term suspensions (549).

More suspensions were incurred by male students than by females (79.4% of long-term and 69.0% of short-term suspensions). Black students received a higher percentage of suspensions than either Caucasian or Spanish Surnamed students (76.3% of long-term, 68.2% of short-term). Spanish Surnamed students received a lower percentage of long-term suspensions (7.5%) than Caucasian students (15.4%), and a higher percentage of short-term suspensions (24.9% Spanish Surnamed, 6.5% Caucasian).

The attendance rate of suspended students was below the District average (89.8%), both for those suspended long-term (75.0% attendance rate) and those suspended short-term (80.3% attendance). (See Figure 83-E-1 for comparison with District attendance rates.) The percentages of suspended students tested on the 1983 Metropolitan reading and mathematics tests were lower for students suspended long-term (73.0% reading, 70.9% math) than for those suspended short-term (78.4% reading, 76.7% math). On these tests, the percentages of students scoring at or below the 50th percentile were higher for students suspended long-term (81.3% reading, 72.3% math) than for those suspended short-term (73.1% reading, 62.8% math).

TABLE 83-G-10

SHORT-TERM AND LONG-TERM SUSPENSIONS
DISTRIBUTIONS OF VARIABLES
1982-83

SHORT TERM
(N=7515)

VARIABLE	LEVEL	PER CENT	LEVEL	PER CENT	LEVEL	PER CENT	LEVEL	PER CENT
Sex	Male	69.0	Female	31.0	---		---	
Ethnic	Caucasian	6.5	Black	68.2	Span. Sur.	24.9	Other	0.4
Special Education*	Sp. Ed.	19.8	Not Sp. Ed.	80.2	---		---	
Attendance	Att. Rate	80.3	---		---		---	
Reading Test**	Tested	78.4	Not Tested	21.6	---		---	
Reading Quarters**	1 - 25	36.1	26 - 50	37.0	51 - 75	17.8	76 - 99	9.1
Mathematics Test**	Tested	76.7	Not Tested	23.3	---		---	
Mathematics Quarters**	1 - 25	28.5	26 - 50	33.8	51 - 75	23.2	76 - 99	14.6

LONG TERM
(N=549)

VARIABLE	LEVEL	PER CENT	LEVEL	PER CENT	LEVEL	PER CENT	LEVEL	PER CENT
Sex	Male	79.4	Female	20.6	---		---	
Ethnic	Caucasian	15.4	Black	76.3	Span. Sur.	7.5	Other	0.7
Special Education*	Sp. Ed.	26.3	Not Sp. Ed.	73.7	---		---	
Attendance	Att. Rate	75.0	---		---		---	
Reading Test**	Tested	73.0	Not Tested	27.0	---		---	
Reading Quarters**	1 - 25	49.6	26 - 50	31.7	51 - 75	11.5	76 - 99	7.2
Mathematics Test**	Tested	70.9	Not Tested	29.1	---		---	
Mathematics Quarters**	1 - 25	44.0	26 - 50	28.3	51 - 75	19.0	76 - 99	8.7

*Special Education includes Resource students.

**Reading and Mathematics test data based on Spring 1983 Metropolitan tests.

Student Loss

SECTION H

STUDENT LOSS

Section H provides a analysis of students leaving the District.

Figure 83-H-1 presents a historical analysis of the class which began ninth grade in fall 1979. The status of those students is depicted as of June 1983, four full school years after their entry into ninth grade in fall 1979. The largest number of these students (1,202 or 42.0%) had graduated four school years later, while 370 (12.97%) were still in school. Smaller numbers had moved from Monroe County or to suburban Monroe County, were in attendance at East Evening High School, had gone to miscellaneous destinations such as military service, or had transferred to nonpublic schools or institutions. A larger number (378 or 13.2%) were over the legal age of compulsory attendance and had left school. A total of 593 students (20.7%) had left for reasons undetermined as of June 1983.

Figure 83-H-2 displays a number of variables (characteristics of interest) which help present a profile of students who left the District during the 1982-83 school year. A larger percentage of males (52.5%) than of females (47.5%) left the District during that time. Caucasian students account for 46.5 per cent of the losses, a higher percentage than either Blacks (38.5%) or Spanish Surnamed students (12.0%). The attendance rate among students who left is lower than the District's 1982-83 average, and both the percentages of these students tested and their average scores on the spring 1983 Metropolitan reading and mathematics tests are lower than the District average.

Figure 83-H-3 compares a six school year average of District losses by grade with losses for the 1982-83 school year. The 1982-83 losses are lower than the six school year average for most levels. For both indexes, the numbers of losses are similar in elementary school and junior high, peak in grade 9, and then decrease steadily through grade 12. In 1982-83 there was also a preliminary increase in number of losses between grades 6 and 7. The highest number of losses (769 for the six school year average and 848 in 1982-83) is in the nongraded category, comprised largely of Special Education students.

FIGURE 83-H-1

STATUS FOUR SCHOOL YEARS LATER
JUNE 1983
OF NINTH GRADERS ENROLLED
FALL 1979

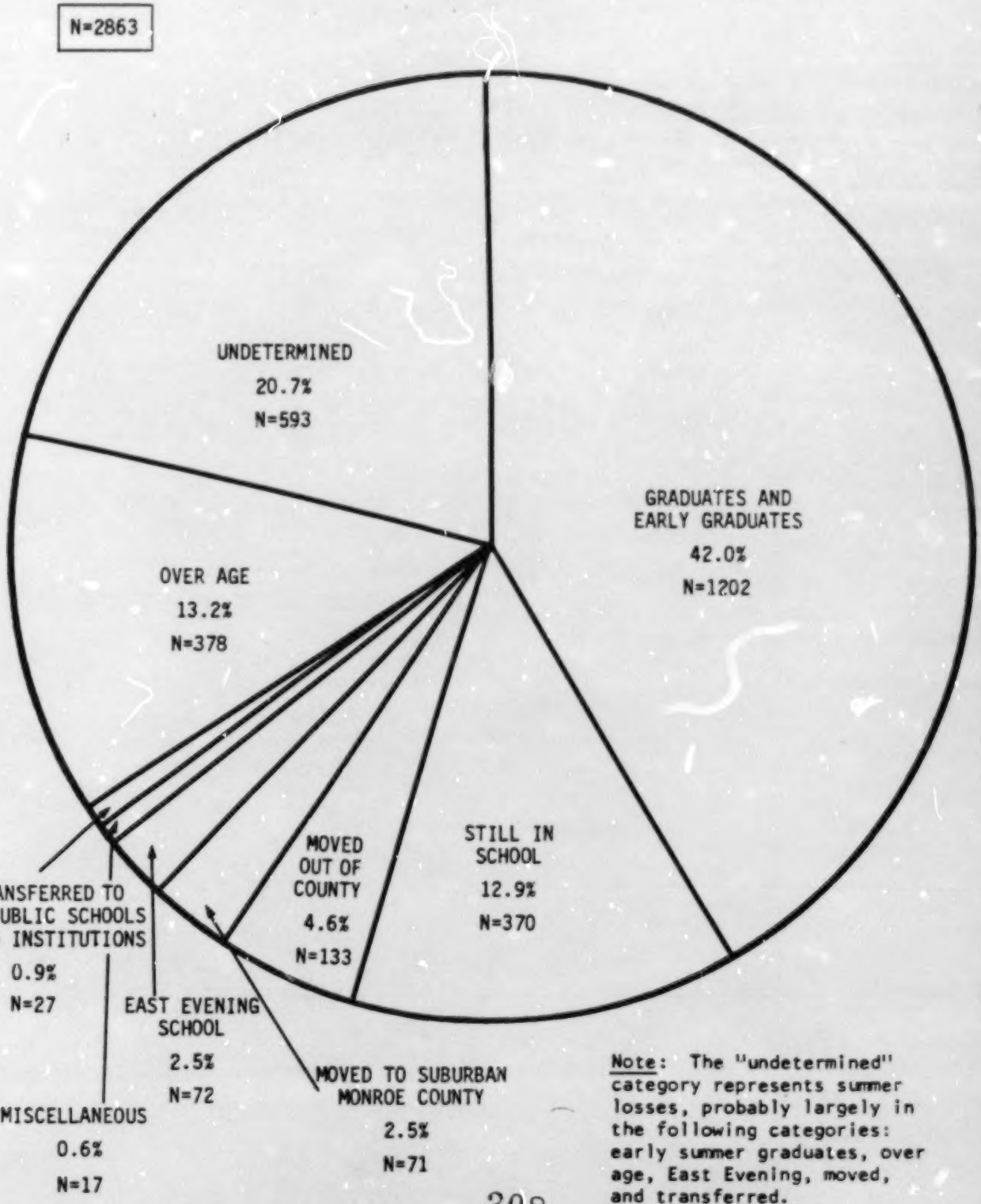
This figure traces the history of District students who were enrolled as ninth graders at the beginning of the 1979-80 school year, showing their status four full school years later (in June 1983).

Of a total of 2,863 students, 1,202 (42.0%) had graduated four years later. A total of 370 (12.9%) were still in school. A total of 133 (4.6%) had moved from Monroe County, and 71 (2.5%) had moved to suburban Monroe County.

A total of 72 (2.5%) were at East Evening High School, while 17 (.67%) had gone to miscellaneous destinations and 27 (.97%) had transferred to nonpublic schools or to institutions. A total of 378 (13.2%), designated as "over age," had left school because they were over the compulsory attendance age.

Destination or status could not be determined for a total of 593 students (20.7%). These were students who left the District during the period between the closing of schools in June and the opening of schools in September. These "summer losses," if their status were determined, would be distributed across categories and would consist largely of summer graduates, "over age" students, and those who moved, transferred, or enrolled at East Evening School.

FIGURE 83-H-1
STATUS FOUR SCHOOL YEARS LATER
JUNE 1983
OF NINTH GRADERS ENROLLED
FALL 1979



Note: The "undetermined" category represents summer losses, probably largely in the following categories: early summer graduates, over age, East Evening, moved, and transferred.

TABLE 83-H-2

DISTRICT LOSSES
DISTRIBUTIONS OF VARIABLES
1982-83

This table shows the distribution or breakdown of certain variables (characteristics of interest) among students who left the District during the 1982-83 school year. ("District losses" during 1982-83 include students who were still in school in June 1982 but did not reappear in September 1982, as well as those who left between September 1982 and June 1983.)

The total number of these losses is 4,932. This includes 66 students (less than 1.5%) who either (1) registered but never attended or (2) graduated, reentered at Edison as postgraduates, and subsequently left again. It does not contain regular graduates, although it does include 150 early graduates.

A larger percentage of males (52.5%) than of females (47.5%) left the District. The ethnic breakdown shows more Caucasians leaving (46.5%) than Blacks (38.5%) and Spanish Surnamed students (12.0%). Special Education students comprised 9.5 per cent of those leaving.

The attendance rate of those leaving was 68.6 per cent. Short-term suspensions were received by 10.8 per cent of these students during the 1982-83 school year, and 1.4 per cent received long-term suspensions. In the previous spring (1982), 60.3 per cent of these students were tested in reading and 59.5 per cent were tested in mathematics; in each subject the distribution of scores into quarters did not exceed 30 per cent or fall below 20 per cent. (25% is the expected distribution.)

TABLE 83-H-2

DISTRICT LOSSES
DISTRIBUTIONS OF VARIABLES
1982-83

N=4932***

VARIABLE	LEVEL	PER CENT	LEVEL	PER CENT	LEVEL	PER CENT	LEVEL	PER CENT
Sex	Male	52.5	Female	47.5	---	--	---	--
Ethnic	Caucasian	46.5	Black	38.5	Span. Sur.	12.0	Other	3.0
Special Education*	Sp. Ed.	9.5	Not Sp. Ed.	90.5	---	--	---	--
Attendance	Att. Rate	68.6	---	--	---	--	---	--
1982-83 Suspensions	Short Term	10.8	Long Term	1.4	---	--	---	--
Reading Test**	Tested	60.3	Not Tested	39.7	---	--	---	--
Reading Quarters**	1 - 25	26.1	26 - 50	28.5	51 - 75	22.4	76 - 99	23.0
Mathematics Test**	Tested	59.5	Not Tested	40.5	---	--	---	--
Mathematics Quarters**	1 - 25	22.2	26 - 50	24.7	51 - 75	24.0	76 - 99	29.1

*Special Education includes Resource students.

**Reading and Mathematics test data based on Spring 1982 Metropolitan tests.

***NOTE: This table contains 66 students (less than 1½%) who have either (1) registered but never attended, or (2) graduated, reentered at Edison as postgraduates, and subsequently left again. It does not contain regular graduates.

FIGURE 83-H-3

DISTRICT LOSSES BY GRADE
SIX SCHOOL YEAR AVERAGE AND 1982-83

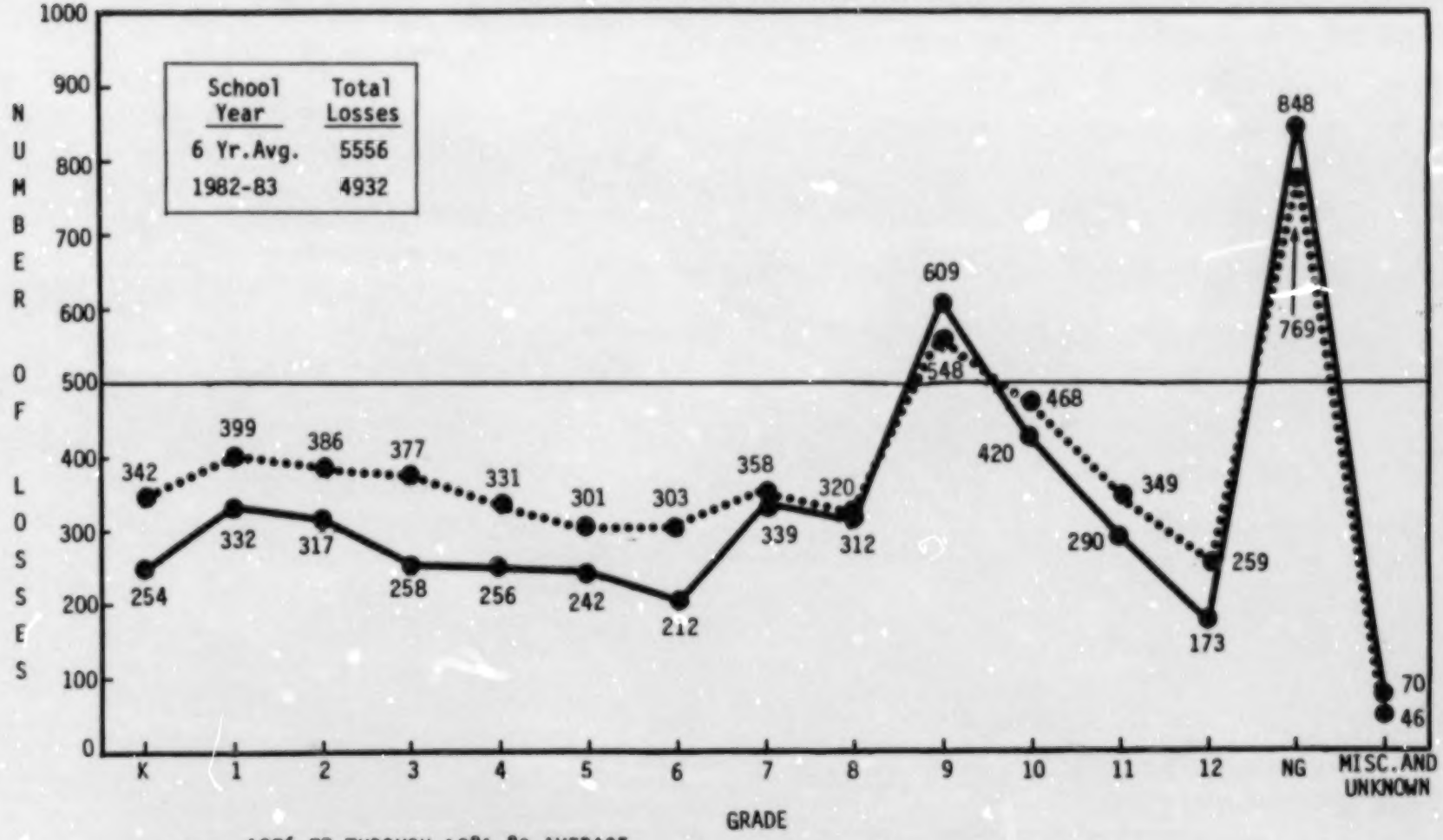
This figure shows a grade-by-grade comparison of District losses, using a six school year average (1976-77 through 1981-82) and the 1982-83 school year. Regular (June) graduates are not included as losses. The figure does contain an average of 49 students per year (less than 1.0%) who either (1) registered but never attended or (2) graduated, reentered at Edison as postgraduates, and subsequently left again.

The 1982-83 loss figures are consistently lower than the six school year average, with the exception of grade 9 and of the nongraded (NG) category which is comprised primarily of Special Education pupils. The largest discrepancy is at grade 3, where 258 pupils were lost in 1982-83 compared to 377 average during the six school year period.

For both 1982-83 and the six school year average, the grade-to-grade pattern is fairly consistent. Losses are relatively low at grades K through 8 (between 200 and 350 in 1982-83). Regular grade losses peak at grade 9 (548 in 1982-83), and then decline steadily through grade 12 (173 losses in 1982-83). The nongraded category shows the highest number of losses (769 for the six school year average and 848 in 1982-83).

FIGURE 83-H-3

DISTRICT LOSSES BY GRADE
SIX SCHOOL YEAR AVERAGE AND 1982-83



Note: This figure contains an average of 49 students per year who have either (1) registered but never attended, or (2) graduated, reentered at Edison as postgraduates, and subsequently left again. They are among those shown under "Misc. and Unknown." The table does not contain regular graduates.

Special Education

SECTION I

SPECIAL EDUCATION

The tables in this section provide information regarding the District's Special Education programs.

Table 83-I-1 compares the percentages of handicapped student enrollment in the Rochester City School District, Monroe County schools, and New York State's "Big 5" city school districts (New York City, Buffalo, Rochester, Syracuse and Yonkers). Rochester has the highest overall percentage (13.7%) of handicapped enrollment, surpassing both Monroe County (8.2%) and the "Big 5" cities (11.0%).

Table 83-I-2 provides an analysis of the reasons for referral of District students to the Committee on the Handicapped (COH) during four school years (1979-80 through 1982-83). In each of these four years, the largest number of referrals has been in the category of "Suspected Handicapped." Table 83-I-3 shows the number of "on-clock" student referrals (i.e. referrals which by law must be acted upon by the COH within 30 school days) for the same four years. An analysis of placement decisions for these "on-clock" referrals is shown in Table 83-I-4. The most common Special Education placement in the school years 1979-80 through 1982-83 was Speech and Language programs.

Table 83-I-5 displays handicapped student enrollment percentages for the District for 1981-82, 1982-83, and 1983-84. The overall percentage of handicapped students in the District increased from 12.9 per cent in 1981-82 to 13.9 per cent in 1983-84. An analysis of handicapped pupils by handicapping conditions for these three school years (Table 83-I-6) shows that, in each school year, the greatest number of handicapped students have been in Special Class placements. Within that broad category, the largest programs each year have been Learning Disabilities, Mentally Retarded, and Emotionally Disturbed respectively. An analysis of the numbers of Special Education students receiving Speech/Language services (both Speech/Language as a primary handicap and as a related service) is provided in Table 83-I-7.

Table 83-I-8 presents an ethnic analysis of enrollment in two major components of Special Education: the Special Class program and the Resource program. Minority students comprise 64.3 per cent of District enrollment, 64.0 per cent of Resource enrollment, and 67.1 per cent of Special Class enrollment.

TABLE 83-I-1

HANDICAPPED STUDENTS
AS PERCENTAGE OF ENROLLMENT
1982-83

This table displays handicapped student enrollment as a percentage of District enrollment for 1982-83 for the District and two reference groups (the New York State "Big 5" cities, and Monroe County excluding Rochester). For purposes of these enrollment figures, the "Big 5" cities are considered to be New York City, Buffalo, Rochester, Syracuse, and Yonkers. The percentages of enrollment in five categories of handicapped programs are shown.

Rochester has the highest overall percentage (13.7%) of handicapped enrollment, surpassing the "Big 5" cities (11.0%) and Monroe County (8.2%). In the District the largest categories of handicapped enrollment are Special Class (self-contained) (6.8%), Related Services (3.3%), and Resource (2.4%).

TABLE 83-I-1

HANDICAPPED STUDENTS
AS PERCENTAGE OF ENROLLMENT
1982-83

	RESOURCE (20 TO 49 PER CENT)	SPECIAL CLASS* (50 PER CENT OR MORE)	RELATED SERVICES	HOME INSTRUCTION	CHAPTER 4402 INSTITUTIONS	TOTAL
BIG 5	3.3%	6.7%	0.4%	0.13%	0.4%	11.0%
MONROE COUNTY	2.5%	3.3%	2.1%	0.1%	0.3%	8.2%
ROCHESTER	2.4%	6.8%	3.3%	0.5%	0.7%	13.7%

Calculated from New York State "Pupils with Handicapping Conditions" (PHC-1) report (Dec. 1, 1982), and New York State "Basic Educational Data System" (BEDS) report (October 1982).

*Self-contained

TABLE 83-I-2

NUMBERS OF REFERRALS OF STUDENTS
TO COMMITTEE ON THE HANDICAPPED
BY REASON
1979-80 THROUGH 1982-83

This table provides an analysis of the reasons for referral of students to the Committee on the Handicapped (COH) for the four school years 1979-80 through 1982-83. The three reasons for referral (Suspected Handicapped, Internal Reviews, and Third-Year Reviews) are included in data for 1980-81, 1981-82 and 1982-83. Data for Internal Reviews, however, was not available and is not included for 1979-80.

The total numbers of referrals during these four years were 2,146, 3,331, 2,436 and 3,389 respectively. In each of the four school years, the largest number of student referrals is in the "Suspected Handicapped" category.

TABLE 83-I-2

NUMBERS OF REFERRALS OF STUDENTS
TO COMMITTEE ON THE HANDICAPPED
BY REASON
1979-80 THROUGH 1982-83

REASON	1979-80	1980-81	1981-82	1982-83
SUSPECTED HANDICAPPED*	1652	2481	1596	1753
INTERNAL REVIEWS (CHANGE OF PLACEMENT)	NA	394	367	943
THIRD-YEAR REVIEWS	494	456	473	693
TOTAL	2146**	3331	2436	3389

*This category includes Suspected Handicapped and Speech/Language Suspected Handicapped.

**Total for 1979-80 excludes Internal Reviews (NA).

TABLE 83-I-3

NUMBERS OF "ON-CLOCK" REFERRED STUDENTS
PLACED AND NOT PLACED
IN SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON THE HANDICAPPED
1979-80 THROUGH 1982-83

This table shows the number of "on-clock" referrals of students to the Committee on the Handicapped for the four school years 1979-80 through 1982-83. For each school year, the disposition of the COH process is expressed as the number and per cent actually placed in a Special Education program, and the number and per cent not placed.

The term "on-clock" indicates a referral which by law must be acted upon within 30 school days after it is originated. Referrals considered to be "on-clock" are (1) original referrals of students suspected to have handicapping conditions (Suspected Handicapped), and (2) referrals for change of placement, either within Special Education programs or from Special Education into a regular program (Internal Reviews). Third-year Reviews are not considered "on-clock." Because no 1979-80 data was available for Internal Reviews, this table's "on-clock" analysis for that year contains only Suspected Handicapped referrals. Also, prior to 1982-83 the District did not consider Internal Reviews which affected only a student's services to be "on-clock." For this reason there is a discrepancy for 1980-81 and 1981-82 between the total "on-clock" shown in this table and the sum of Suspected Handicapped and Internal Reviews in Table 83-I-2.

The total number of "on-clock" referrals was 1,651 in 1979-80, 2,748 in 1980-81, 1,868 in 1981-82, and 2,697 in 1982-83. The number of these referrals not placed in Special Education was 641 (38.8%) in 1979-80, 931 (33.9%) in 1980-81, 494 (29.4%) in 1981-82, and 1,100 (40.8%) in 1982-83.

TABLE 83-I-3

NUMBERS OF "ON CLOCK" REFERRED STUDENTS
PLACED AND NOT PLACED
IN SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON THE HANDICAPPED
1979-80 THROUGH 1982-83

	1979-80*		1980-81		1981-82		1982-83	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
PLACED	1010	61.2%	1817	66.1%	1374	73.6%	1597	59.2%
NOT PLACED	641	38.8%	931	33.9%	494	26.4%	1100	40.8%
TOTAL	1651	100.0%	2748	100.0%	1868	100.0%	2697	100.0%

Note: "On clock" referrals include suspected handicapped (original) referrals and internal reviews (change of placement). Third year reviews are not included.

*Data for 1979-80 includes only suspected handicapped, not internal reviews.

TABLE 83-I-4

NUMBERS OF STUDENTS PLACED
INTO SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON THE HANDICAPPED
BY PROGRAM PLACEMENT
1979-80 THROUGH 1982-83

This table shows an analysis of placement decisions for "on-clock" referrals made by the Committee on the Handicapped (COH). These decisions include placement of students into specific Special Education programs, determinations that students were nonhandicapped, and changes of placement (either within Special Education, or return to regular programs).

"On-clock" referrals include Suspected Handicapped and Internal Reviews but not Third-Year Reviews. Because no 1979-80 data was available for Internal Reviews, the "on-clock" analysis for that year includes only Suspected Handicapped.

The total number of "on-clock" placement decisions made was 1,070 in 1979-80, 1,817 in 1980-81, 1,374 in 1981-82, and 1,597 in 1982-83. The most common Special Education placement in each of the four school years was in Speech and Language: 323 in 1979-80, 895 in 1980-81, 560 in 1981-82, and 530 in 1982-83. The next most common placements over the four school years were Learning Disabilities, Resource Room and Emotionally Handicapped, in that order.

TABLE 83-I-4

NUMBERS OF STUDENTS PLACED
INTO SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON THE HANDICAPPED
BY PROGRAM PLACEMENT
1979-80 THROUGH 1982-83

PLACEMENT	1979-80*	1980-81	1981-82	1982-83
SPEECH/LANGUAGE	323	895	560	530
LEARNING DISABILITIES (CALLED "PERCEPTUALLY HANDICAPPED" THROUGH 1981-82)	192	275	193	287
EMOTIONALLY HANDICAPPED	142	253	190	204
RESOURCE ROOM (CALLED "LEARNING DISABILITIES" THROUGH 1981-82)	219	202	257	169
EDUCABLE MENTALLY RETARDED	108	149	136	157
HOME TUTORING PROGRAM	NA	NA	NA	128
OTHER**	16	23	33	35
TRAINABLE MENTALLY RETARDED	10	20	5	31
AGENCY	NA	NA	NA	45
SEVERELY MULTIPLY HANDICAPPED	NA	NA	NA	11
TOTAL	1010	1817	1374	1597

*Data for 1979-80 includes only suspected handicapped, not internal reviews.

**"Other" contains Visual, Orthopedic, Health, and Hearing.

TABLE 83-I-5

HANDICAPPING CATEGORIES
AS PERCENTAGES OF DISTRICT ENROLLMENT
1981-82 THROUGH 1983-84

This table displays handicapped student enrollment percentages for the District for 1981-82, 1982-83, and 1983-84. A total for all handicapped students is shown, as well as a breakdown into five program categories.

The overall percentage of handicapped students increased from 12.9 per cent in 1981-82 to 13.7 per cent in 1982-83 and 13.9 per cent in 1983-84. In each school year the category with the largest percentage of enrollment was Special Class, followed respectively by Speech/Hearing Impaired (Related Services) and Resource.

TABLE 83-I-5

HANDICAPPING CATEGORIES
AS PERCENTAGES OF DISTRICT ENROLLMENT
1981-82 THROUGH 1983-84

	1981-82	1982-83	1983-84
RESOURCE	1.9%	2.4%	2.4%
SPECIAL CLASS	6.7%	6.8%	7.6%
HOME TUTORS	0.4%	0.5%	0.5%
PRIVATE INSTITUTIONS	0.5%	0.7%	0.8%
SPEECH/HEARING IMPAIRED (RELATED SERVICES)	3.5%	3.3%	2.7%
TOTAL	12.9%	13.7%	13.9%

Calculated from New York State "Pupils with Handicapping Conditions" (PHC-1) report (Dec. 1, 1982), and New York State "Basic Educational Data System" (BEDS) report (October 1982).

TABLE 83-I-6

HANDICAPPED PUPILS BY HANDICAPPING CONDITIONS
1981-82 THROUGH 1983-84

This table displays the number of District students in various Special Education (handicapped) programs for 1981-82, 1982-83, and 1983-84. The individual programs are shown under several broad categories, such as Special Class and Resource.

In each school year, the greatest number of handicapped students was in Special Class. Within that broad category, the largest programs each school year were Learning Disabilities, Mentally Retarded, and Emotionally Disturbed respectively.

The second and third largest categories each school year were Speech Impairment (2 periods per week) and Resource respectively. Within the Resource category, the two largest programs each year were Learning Disabled and Speech Impaired respectively.

TABLE 83-I-6
HANDICAPPED PUPILS BY HANDICAPPING CONDITIONS
1981-82 THROUGH 1983-84

	1981-82	1982-83	1983-84
RESOURCE (20 to 49 PER CENT OF SCHOOL DAY)			
MENTALLY RETARDED	9	22	14
EMOTIONALLY DISTURBED	0	75	84
SPEECH IMPAIRED	103	90	115
DEAF	4	5	6
HARD OF HEARING	22	18	16
VISUALLY IMPAIRED	8	10	8
ORTHOPEDICALLY HANDICAPPED	14	0	15
OTHER HEALTH IMPAIRMENTS	0	0	0
MULTIPLY HANDICAPPED	0	0	0
LEARNING DISABLED	506	605	547
TOTAL	666	825	805
SPECIAL CLASS (50 PER CENT OR MORE OF SCHOOL DAY)			
MENTALLY RETARDED	773	781	798
EMOTIONALLY DISTURBED	526	424	430
DEAF	45	40	33
HARD OF HEARING	5	10	15
VISUALLY IMPAIRED	5	0	0
ORTHOPEDICALLY IMPAIRED	55	59	23
MULTIPLY HANDICAPPED	26	30	27
LEARNING DISABLED	862	973	1188
TOTAL	2297	2317	2514
HOME/HOSPITAL TUTORING			
SPEECH IMPAIRED	0	7	0
MENTALLY RETARDED	8	14	18
EMOTIONALLY DISTURBED	69	113	107
ORTHOPEDICALLY IMPAIRED	6	3	1
OTHER HEALTH IMPAIRMENTS	18	0	0
LEARNING DISABLED	20	24	24
MULTIPLY HANDICAPPED	0	1	1
TOTAL	121	162	151
PRIVATE INSTITUTIONS			
MENTALLY RETARDED	51	64	24
EMOTIONALLY DISTURBED	125	167	196
MULTIPLY HANDICAPPED	0	0	46
TOTAL	176	231	267
SPEECH IMPAIRMENT (2 PERIODS PER WEEK)	1209	1130	861
OTHERS (RELATED SERVICES) TOTAL	0	0	22

Source of Data: annual New York State "Pupils with Handicapping Conditions" (PHC-1) report, Part A.

TABLE 83-I-7

NUMBERS OF SPECIAL EDUCATION STUDENTS RECEIVING SPEECH/LANGUAGE PRIMARY HANDICAP COMPARED TO RELATED SERVICES 1980-81 THROUGH 1983-84

This table shows the numbers of Special Education students enrolled in various types of Speech/Language programs at a given point in the school year (December 1st) for a four school year period. The table distinguishes between speech/language problems as a primary handicapping condition and as subordinate (related service) to another handicap. The level of frequency of service is also indicated.

The total number of students in these Speech/Language programs increased each school year, from 1,676 in 1980-81 to 2,090 in 1983-84. Each school year, the largest numbers have been in the category of "Speech/Language as a Primary Handicapping Condition" (2 to 4 times per week), followed by the category of "Speech/Language as a Related Service" (2 to 4 times per week).

It should be noted that during this period (1980-81 to 1983-84) the total number of students in programs of "Speech/Language as a Primary Handicapping Condition" declined by 4.0 per cent, while the total number of those in programs of "Speech/Language as a Related Service" increased by 69.0 per cent.

TABLE 83-I-7

NUMBERS OF SPECIAL EDUCATION STUDENTS RECEIVING SPEECH/LANGUAGE PRIMARY HANDICAP COMPARED TO RELATED SERVICES 1980-81 THROUGH 1983-84

TYPE OF STUDENT/LEVEL OF SERVICE	1980-81	1981-82	1982-83	1983-84
SPEECH/LANGUAGE AS A PRIMARY HANDICAPPING CONDITION 5 TIMES PER WEEK	99	79	70	115
SPEECH/LANGUAGE AS A PRIMARY HANDICAPPING CONDITION 2 TO 4 TIMES PER WEEK	918	987	930	861
SPEECH/LANGUAGE AS A RELATED SERVICE TO SPECIAL EDUCATION 5 TIMES PER WEEX	189	225	260	330
SPEECH/LANGUAGE AS A RELATED SERVICE TO SPECIAL EDUCATION 2 TO 4 TIMES PER WEEK	470	553	639	784
TOTAL	1676	1844	1899	2090

Source of Data: New York State "Pupils with Handicapping Conditions" (PHC-1) Report (December 1st of each school year), and City School District Department of Pupil Personnel Services.

TABLE 83-I-8

ETHNIC ENROLLMENT IN SPECIAL EDUCATION PROGRAMS
COMPARED TO DISTRICT ETHNIC ENROLLMENT
1983-84

This table shows, for the 1983-84 school year, the ethnic percentages of students in two major components of Special Education: the Special Class (self-contained) program and the Resource program. The ethnic percentages of the District's total enrollment are also presented for purposes of comparison. In addition, total minority (nonwhite) percentages are shown.

Minorities comprise 64.3 per cent of District enrollment, 64.0 per cent of Resource enrollment, and 67.1 per cent of Special Class enrollment.

TABLE 83-I-8

ETHNIC ENROLLMENT IN SPECIAL EDUCATION PROGRAMS
COMPARED TO DISTRICT ETHNIC ENROLLMENT
1983-84

	PER CENT					
	AMERICAN INDIAN	BLACK	ORIENTAL	SPANISH SURNAME	OTHER INCLUDING WHITE	TOTAL NONWHITE
DISTRICT	0.6	50.8	1.9	11.0	35.7	64.3
RESOURCE PROGRAM SPECIAL EDUCATION*	0.8	50.4	1.4	11.4	36.0	64.0
SPECIAL CLASS (SELF CONTAINED) SPECIAL EDUCATION**	0.7	55.5	0.5	10.4	32.9	67.1

*20 to 49 per cent of school day in Special Education Class.

**50 per cent or more of school day in Special Education Class.

Alternative Programs

SECTION J

ALTERNATIVE PROGRAMS

The tables in this section provide information regarding the District's alternative programs (Operation Yourg Adults, W.E.B. DuBois Academy, World of Work, Young Mothers, and the various Tutoring programs).

Table 83-J-1 shows the numbers of District students enrolled in alternative programs in each of the last three school years (1981-82 through 1983-84). Enrollment in alternative programs increased from 587 in 1981-82 to 727 in 1983-84, with "Secondary Group Tutors and Secondary Home/Hospital Tutors" the largest program during the past two years. Overall percentages of minority enrollment in District alternative programs have been near 80 per cent in all three school years. Table 83-J-2 shows the numbers of students enrolled in the District's various alternative programs in October of the 1983-84 school year, as well as the percentages of handicapped pupils in these programs.

Table 83-J-3 shows the numbers of students for whom program placements were determined by the Department of Student Equity and Placement during the 1982-83 school year, and the disposition of these cases into various programs or facilities. During 1982-83 a total of 1,713 student placements were determined by the Department. The largest number (949) were assigned to Group and Home/Hospital Tutoring.

Table 83-J-4 shows student mobility by attendance period for the District's alternative programs in 1982-83. In October 1982 there were 640 students enrolled in these programs. In addition, there were 843 student entrants and 712 student losses in alternative programs during the remainder of the school year.

TABLE 83-J-1

ALTERNATIVE PROGRAMS
OCTOBER ENROLLMENT AND ETHNICITY
1981-82 THROUGH 1983-84

This table shows the numbers of District pupils enrolled in alternative programs in each of the last three school years. The number enrolled in each individual alternative program is also shown. Finally, the percentage of minority students is shown for both the individual programs and the total. It should be noted that these enrollment numbers are based on a one day "snapshot" view of the programs, and do not reflect the cumulative numbers of students who are involved in these programs in the course of the school year.

Enrollment in alternative programs increased from 587 in 1981-82 to 640 in 1982-83, and to 727 in 1983-84. The largest of the individual programs in the final two years is "Secondary Group Tutors and Secondary Home/Hospital," with 288 enrolled in 1983-84. Overall percentages minority have been near 80 per cent in all three school years.

TABLE 83-J-1

ALTERNATIVE PROGRAMS
OCTOBER ENROLLMENT AND ETHNICITY
1981-82 THROUGH 1983-84

PROGRAM	ENROLLMENT/ ETHNICITY	1981-82	1982-83	1983-84
ELEMENTARY TUTORS	ENROLLMENT	12	20	14
	PER CENT NONWHITE	66.7	75.0	71.4
OYA	ENROLLMENT	130	82	109
	PER CENT NONWHITE	89.2	79.3	79.8
SECONDARY GROUP TUTORS AND SECONDARY HOME/HOSPITAL	ENROLLMENT	113	225	288
	PER CENT NONWHITE	48.7	60.4	71.5
W.E.B. DUBOIS	ENROLLMENT	291*	142	137
	PER CENT NONWHITE	90.7*	100.0	99.3
YOUNG MOTHERS	ENROLLMENT	41	52	60
	PER CENT NONWHITE	92.7	94.2	88.3
WORLD OF WORK	ENROLLMENT	*	119	119
	PER CENT NONWHITE	*	80.8	70.6
TOTALS	ENROLLMENT	587	640	727
	PER CENT NONWHITE	80.0	78.6	79.2

*In 1981 World of Work and DuBois reported students on one register.

TABLE 83-J-2

ALTERNATIVE PROGRAMS
ENROLLMENT AND PERCENTAGE HANDICAPPED
1983-84

This table shows the numbers of students enrolled in the District's various alternative programs at a given point in time (specific day) in October of the 1983-84 school year. It does not reflect the cumulative numbers of students who pass through these programs in the course of the school year. Also shown are the percentages of handicapped pupils in these alternative programs.

There were 727 students in alternative programs on the October day used for the count. The largest numbers were in Group Tutors (181) and at W.E.B. DuBois Academy (137). Of the total 727 students, 23.3 per cent were also handicapped. By far the highest percentages handicapped were in Home/Hospital Tutors (69.4%) and Group Tutors (39.2%). The other four programs had either no handicapped students or fewer than 10 per cent handicapped.

TABLE 83-J-2

ALTERNATIVE PROGRAMS
ENROLLMENT AND PERCENTAGE HANDICAPPED
1983-84

PROGRAM	OCTOBER ENROLLMENT	PER CENT HANDICAPPED
W.E.B. DUBOIS	137	0.0
OPERATION YOUNG ADULTS	109	0.0
WORLD OF WORK	119	8.0
YOUNG MOTHERS	60	8.3
GROUP TUTORS	181	39.2
HOME/HOSPITAL TUTORS	121	69.4
TOTAL	727	23.3

Excludes Speech and Hearing.

TABLE 83-J-3

NUMBER OF PUPILS PROCESSED BY CATEGORY
BY STUDENT EQUITY AND PLACEMENT
1982-83

This table displays numbers of students for whom program placements were determined by the Department of Student Equity and Placement during the 1982-83 school year. The disposition of these cases into various programs or facilities is also shown. Students who were placed in these programs temporarily are included, although their attendance continued to be kept in their home school registers.

During 1982-83 a total of 1,713 students were processed by the Department of Student Equity and Placement. The largest number (949) were assigned to Home/Hospital and Group Tutoring.

TABLE 83-J-3

NUMBER OF PUPILS PROCESSED BY CATEGORY BY STUDENT EQUITY AND PLACEMENT 1982-83

	PUPILS
HOME/HOSPITAL AND GROUP TUTORING	949
TEMPORARY TUTORING CENTER	236
SHELTER (SECURE DETENTION)	294
NORTHHAVEN (NON-SECURE DETENTION)	176
HILLSIDE (EMERGENCY PLACEMENT)	58
TOTAL	1713*

*This figure includes some students reported in Table 83-J-1, and also reports those students who were temporary placements but whose attendance was maintained on their home school registers.

TABLE 83-J-4

ALTERNATIVE PROGRAMS
PUPIL MOBILITY BY ATTENDANCE PERIOD
1982-83

This table shows enrollment in the various District alternative programs in October 1982 (end of Attendance Period 1), along with the numbers of losses and entrants in each program for the seven subsequent 1982-83 attendance periods. Totals for all programs are shown, as well as totals by each attendance period.

In October 1982 there were 640 students enrolled in these programs. In addition, there were 843 student entrants and 712 student losses in alternative programs during the remainder of the school year.

TABLE 83-J-4

ALTERNATIVE PROGRAMS
PUPIL MOBILITY BY ATTENDANCE PERIOD
1982-83

PROGRAM	END OF PERIOD 1		PERIOD 2	3	4	5	6	7	8	TOTALS
OYA	82	LOSSES	8	7	10	9	7	5	10	56
		ENTRANTS	11	20	25	21	16	14	2	109
W.E.B. DUBOIS	142	LOSSES	17	5	42	15	16	0	0	95
		ENTRANTS	15	11	12	13	11	0	0	62
WORLD OF WORK	119	LOSSES	30	20	26	17	15	20	46	174
		ENTRANTS	26	21	19	16	22	7	14	125
YOUNG MOTHERS	52	LOSSES	7	10	17	9	9	21	4	77
		ENTRANTS	4	27	12	49	8	16	2	118
GROUP TUTORS	225	LOSSES	39	47	44	40	20	33	50	273
		ENTRANTS	47	55	52	63	61	51	30	359
ELEMENTARY TUTORS	20	LOSSES	0	8	6	11	4	6	2	37
		ENTRANTS	6	16	9	16	10	9	4	70
TOTAL ALL PROGRAMS	640	LOSSES	101	97	145	101	71	85	112	712
		ENTRANTS	109	150	129	178	128	97	52	843

Appendix

EXECUTIVE SUMMARY:

PRELIMINARY THREE-YEAR PLANNING DOCUMENT of the ROCHESTER CITY SCHOOL DISTRICT

WHY WAS THE DOCUMENT DEVELOPED?

The three-year planning document, endorsed by the Board of Education in spring 1982, is a statement of the City School District's major intention and direction for the period September 1982 through June 1985. The planning document presents a series of recommendations that both the Superintendent and the Board endorse as priorities in the work of the District. These recommendations, made in the areas of elementary school instruction, secondary school instruction, specialized instruction (such as career education and bilingual education) and District management, are intended to improve the education and services that the District provides and will direct development of the District's budget during the three-year period.

As a first-year statement of District priorities, the preliminary document provided a basis for operational planning for the 1982-83 school year. As a perspective for planning and budget development for the following two years (1983-84 and 1984-85), the document will be revised annually according to continued assessment and in consideration of District resources. This revision will provide the District with a continuing three-year perspective in its educational and administrative planning.

ORGANIZATION OF THE PLANNING DOCUMENT

The planning document contains a data-base upon which an assessment of District instruction and operation has been developed, a narrative discussing the significance of this assessment in regard to District goals, and a series of recommendations directed to identified areas of educational need.

The document's data-base presents a profile of the District by examining several aspects of its operation including enrollment, student achievement and educational attainment, attendance, student mobility, and school holding-power. Data is presented longitudinally, e.g. the reading and math achievement of District students over the past six years, or the attendance rates in city schools for the past four. This comparison of data over a period of several years allows the District to identify and examine trends relating to its operation: are elementary school students improving in reading achievement? have attendance rates improved or declined? how has District enrollment changed during the past decade? Careful study of the information contained in the data-base enables the District to identify areas of instructional or administrative need which remain unaddressed and to establish priorities for the use of its resources. The data-base will be updated annually in order to support continued assessment and planning.

The narrative contained in the planning document is a discussion of the status of District services and organization based upon the information presented in the data-base. The strengths and shortcomings of District instruction and operation are examined and placed in the context of national research on public education. As areas of District need are identified in the narrative, specific recommendations are made to address these needs and to suggest projects for improvement which may be carried out during the three-year planning period.

DOCUMENT SUMMARY

Following is a synopsis of the data, discussion, and recommendations contained in the text of the planning document:

Elementary Instruction

The primary focus of the District's elementary schools will continue to be development of students' basic skills. District elementary school students have shown improvement in reading and math since the mid-1970's, improvement which can be traced to a combination of initiatives: introduction of strong language arts and math programs, provision of uninterrupted classroom time for basic skills instruction, careful monitoring and evaluation of students' performance, and extensive programs of staff inservice. In most recent testing (1981), 51% of District elementary school students scored above the national average on standardized achievement tests in reading, compared to 36% in 1975. In math, 61% of District elementary grade students achieved above the national norm in 1981, compared to 38% in 1975.

The District will focus on extending the reading and math achievement of its elementary school students during the next three years. Remedial services for children whose achievement falls below national standards are an important part of this emphasis. Computer-managed instruction, which has been an aid in raising the scores of District students from the lowest achievement quarters, will be developed to support students' improvement in basic skills during the three-year planning period.

In addition to its focus on reading and math instruction, the District will emphasize development of students' writing skills and will provide social studies and science instruction on a semester basis in all elementary schools. Music, art and physical education will continue to be regarded as part of a well-rounded, fundamental elementary school program.

Secondary Instruction

District secondary schools have as a major responsibility the preparation of young people for productive lives in society and for a variety of futures in higher education and the world of work. The District addresses the diversity of its students' abilities and aspirations by offering three types of secondary schools: comprehensive, magnet, and vocational.

While there have been improvements in the reading and math achievement of District secondary school students since 1975, these have not matched the gains made in District elementary schools. Fifty-eight percent of District high school students scored below the national norm on standardized reading achievement tests in 1981; 49% scored below the national average in math. In addition, District high schools show a sizable and increasing proportion of 9th-graders placed in non-Regents programs, and a decreasing proportion of seniors who complete requirements for Regents diplomas. Coupled with these concerns regarding students' achievement are concerns regarding their attendance and behavior and the holding-power of District secondary schools.

In order to revitalize the programs and environment in its secondary schools, the District will focus energies during the next three years on development of a plan for secondary education. The plan will (1) outline the purposes of District secondary schools, (2) define the relationship among comprehensive, magnet and vocational schools, (3) establish a basis for improved academic standards and student achievement, and (4) establish a basis for insuring in District secondary schools an environment conducive to learning.

The secondary school plan will encompass a series of projects developed to achieve its four major goals. These will include projects designed to improve attendance rates in District high schools; provide strengthened academic offerings at the junior high level that anticipate Regents placement; support students' transition from elementary to secondary school; reduce drop-out rates and assure more accurate tracking of school drop-outs; increase the proportion of students in more demanding academic subjects; and coordinate recruitment and placement procedures for District secondary schools. The completed plan will provide districtwide perspective and direction for secondary education in Rochester.

Related Secondary Instructional Issues

In coordination with development of the secondary school plan, the District will address four related aspects of secondary education during the next three years:

Transition from Elementary to Secondary School

The junior high grades are critical points in students' transfer from the requirements of elementary school to those of secondary education. In the City School District the break between K-6 and 7-12 instruction poses difficulties for students, who are confronted as they enter 7th grade with academic and personal demands different from those with which they were familiar in elementary school. Each student must now work with several teachers, move regularly between classes, and accept responsibility for attending classes and for being on time. Currently, it is at the junior high level that the locus of the District's problems in attendance and student misbehavior occur, and where the gap between students' achievement in elementary and secondary school is most pronounced.

The need for more effective transition of students from elementary to secondary school will be addressed in part through creation of 7th/8th grade clusters within each 7-12 building. This "clustering" will enable the District to more effectively coordinate the educational program for 7th and 8th graders, and provide an environment that is at once less contained than the elementary school's but more controlled than the senior high's. An educational plan designed for each student while he is in 8th grade will help coordinate his senior high program, and strengthened junior high courses will help prepare students for the requirements of Regents coursework.

Magnet Schools

The District's magnet programs are an important part of its secondary school system. These programs have demonstrated both attractiveness to families and holding-power, and show evidence of high student attendance rates, strong parental and community support, and staff commitment.

The District plans to continue its existing magnet programs, including the three new magnets opened in fall 1982 at Jefferson, Franklin and Charlotte. However, with financial support from the federal government decreasing, these programs will need to reflect the same cost-efficiency in their operation and planning as the overall secondary system. The cost-effectiveness and administrative coordination of magnet programs will be addressed by the District as one of its three-year planning projects.

Remediation

Many District secondary school students with low achievement benefit from remedial reading and math programs currently offered and are able with assistance to complete Regents Competency requirements. Some students have such serious deficiencies in basic skills that existing remedial programs cannot effectively address their needs. For these students, the District will consider an alternative program which restructures the high school schedule to allow greater amounts of time for intensive remediation in reading, writing and math. This program will incorporate (1) an individualized educational plan for each student, (2) block scheduling of uninterrupted periods of time for reading, math and writing, (3) world-of-work experiences, including part-time employment, and (4) guidance services that combine school and community resources. Its goals will be to increase the likelihood of students who are potential drop-outs completing school, attaining a secondary school diploma, and graduating with preparation for employment.

Writing and Communications

Reading, mathematics and writing are the areas of knowledge in which New York State requires secondary school students to demonstrate their competency before graduating. Unlike reading and math, writing is not considered a subject area in secondary school instruction but is taught as one of several emphases in the English curriculum. The relatively low performance of District students on Preliminary Competency Tests in writing, along with the increasing importance of communications skills in employment and higher education, underlines a need to place greater emphasis throughout the K-12 organization on development of students' writing skills.

During the three-year planning period, the District will develop plans to ensure a strong instructional program in writing for both elementary and secondary school students. Initiatives will include completion of the writing curriculum (Rochester Writing Program) for grades 1-12 and inservice of staff; extension of writing instruction into content areas; continuation and expansion of computer instruction for competency preparation and to help develop new programs for Regents and Honors students; development of a writing component for the ESS program and of additional writing projects to accompany QUEST; coordination of the Rochester Writing and Open Court programs at the secondary school level.

District Instruction (K-12) and Administration

Several aspects of District instruction and operation which extend throughout the K-12 organization will be addressed during the three-year planning period. The District will develop plans to formally recognize achievement and academic excellence in city schools; monitor the effectiveness of the new Homework Policy; coordinate District resources on behalf of the education of its non-English students; monitor the effectiveness of the new Special Education Plan and procedures for special education referral; revise and update District programs of sex education and family life; provide systematic coordination of career and educational guidance resources in the secondary school program; address the educational needs of high-achieving students, particularly those students now graduating from city elementary schools with high academic performance in reading and math; extend opportunities for the involvement of individual parents in the education of their children; monitor the

effectiveness of the revised Student Transfer Policy; and review the efficiency of the District's new administrative organization.

DEVELOPMENT OF RECOMMENDATIONS INTO PROJECTS

For each recommendation contained in the planning document, the District will design a project with specific objectives and schedule for completion. A project manager will be assigned to each project, with the responsibility to outline activities necessary for its successful completion. Each project will be monitored and evaluated in order to assess the extent to which it meets the objectives of the planning recommendation as well as its overall impact on the effectiveness of District services. Implementation of all aspects of the planning recommendations will be supervised by Dr. James Farrell, on special assignment to the office of Resource Allocation and Planning and to the Superintendent.

An important aspect of each project's work plan will be estimation of expenses and analysis of the resources which that project will require. Expense and resource projections for each school year will be completed in the fall of the previous year, in order to allow the planning projects to be reviewed, revised if necessary, and incorporated into the District's budget. The Superintendent will release an updated "planning perspective" in January describing the status of planning recommendations and projects. This perspective will serve as an introduction to development of the District's budget for the coming school year.

FOR MORE INFORMATION ABOUT THE PLANNING DOCUMENT. . . .

Persons interested in studying the three-year planning document more closely may examine a copy in the District's Office of Community Information Services or at the Rundel and local branches of the Rochester Public Library. Organizations interested in a presentation of the contents of the planning document may contact Dr. James Farrell (325-4560, ext. 2513). Questions regarding the document may also be directed to Dr. Farrell.

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THREE-YEAR PLANNING RECOMMENDATIONS

PROJECT	PROJECT MANAGER	PLANNING OBJECTIVE
AUTOMATION AND DATA-PROCESSING	WILMER O'CONNELL FRANK HENWOOD	Develop a planning process for the deployment of District data-processing resources that will allow (1) continuation of previous services, (2) extension of data-processing services to additional areas of instruction, (3) integration of instructional and administrative needs in a single system of data-processing services.
BILINGUAL EDUCATION	REBECCA TORRES	Coordinate District resources on behalf of the education of non-English dominant students.
CAREER GUIDANCE	BONNIE RUBENSTEIN	Provide systematic coordination of career and educational guidance resources in the secondary school program.
COMPUTER-ASSISTED INSTRUCTION	JOAN M. SHATTUCK	Design and implement a remedial reading and math program which incorporates computer-assisted instruction in order to improve the achievement of elementary school students scoring below the national norm.
DISTRICT MANAGEMENT (CENTRAL OFFICE ORGANIZATIONAL DEVELOPMENT)	PETER McWALTERS	Develop a mechanism for continuing assessment of the new Central Office organizational structure; identify and implement an appropriate problem-solving and inservice design which will insure that the objectives outlined at the time of the adoption of the matrix structure are understood and guiding personnel behavior.
ELEMENTARY SCHOOL PROGRAM DESIGN	ANN D. WEINTRAUB	Implement in District elementary schools uniform social studies and science programs which can be integrated with instruction in other areas, such as writing, for the purpose of developing students' skills in problem-solving and reasoning.
FRANKLIN SKILLS CLUSTER	DENNIS McGUIRE	Develop an alternative program for secondary school students with severe deficiencies in basic skills, which will result for participants in extension of predicted level of school completion, increased likelihood of attaining a secondary school diploma, and improved preparation for employment.

PROJECT	PROJECT MANAGER	PLANNING OBJECTIVE
HOMEWORK POLICY	JOSEPHINE KEHOE ALICE YOUNG	Develop a Homework Policy that establishes in all District schools consistent expectations and standards for out-of-school assignments. The new policy should be implemented districtwide and its effectiveness should be assessed during the three-year planning period.
MAGNET SCHOOLS	PAUL G. STROLLO	Design and implement a work plan that provides for (1) continuation of existing magnet programs, (2) implementation of proposed magnet programs, (3) transfer of Douglass magnet to Charlotte, and (4) coordination of magnet school development with districtwide secondary school planning.
PARENT INVOLVEMENT	SAMUEL McCREE	Extend opportunities for the involvement of individual parents in the education of their children.
PROGRAM OPPORTUNITIES FOR HIGH-ACHIEVING STUDENTS	AL EVANGELISTA	Address the educational needs of high-achieving students, particularly those students now graduating from city elementary schools with high academic performance in reading and math.
RECOGNITION OF EXCELLENCE	BENJAMIN RICHARDSON	Develop a process through which academic excellence and achievement may be formally recognized each year in city schools.
SECONDARY SCHOOL PLAN	JOSEPHINE KEHOE	Develop and implement an educational plan for secondary schools that provides districtwide perspective and direction to secondary education in Rochester.
SECONDARY SCHOOL REMEDIAL PLACEMENT	PATRICIA HRANKOWSKI	Develop improved student placement procedures for secondary school remedial programs that will result in a closer relationship between policies for student eligibility and student scheduling practices.
7th/8th GRADE CLUSTERS	JOSEPHINE KEHOE	Design and implement a 7th/8th grade cluster organization in each comprehensive secondary school in order to support students' transition from elementary school to junior high.

PROJECT	PROJECT MANAGER	PLANNING OBJECTIVE
SEX EDUCATION AND FAMILY LIFE	LAWRENCE D. PERKINS	Design and deliver improved programs of sex education and family living in District elementary and secondary schools.
SPECIAL EDUCATION SERVICES	KAREN YANIGA	Assess the new Special Education Plan and the new system for referral and screening of students suspected to have handicapping conditions.
STUDENT EQUITY AND PLACEMENT	MANUEL J. RIVERA	Assess the impact of the revised Policy of Student Transfer on reduction of racial imbalance in District schools.
WRITING AND COMMUNICATIONS	DAVID WOOD	Develop plans to insure a strong instructional program in writing to both elementary and secondary school students.

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